DOCUMENT RESUME

ED 043 949 EA 003 069

| | |
|---|---|
| AUTHOR | Gresham, Robert L.; And Others |
| TITLE | The Albuquerque Story. Future Schools Study Project. Final Report. |
| INSTITUTION | Albuquerque Public Schools, N. Mex. |
| PUB DATE | Jun 70 |
| NOTE | 157p. |
| EDRS PRICE | EDRS Price MF-$0.75 HC-$7.95 |
| DESCRIPTORS | *Community Planning, *Curriculum Planning, *Educational Parks, *Educational Planning, Educational Policy, Individualized Instruction, Inservice Education, Interagency Coordination, Interdisciplinary Approach, Middle Schools, Pupil Personnel Services, Special Education, *Urban Renewal, Vocational Education |
| IDENTIFIERS | ESEA Title III |

ABSTRACT

This report summarizes chronologically a three-year ESEA Title III project to study the types of schools needed for the future. The major recommendation of the study was that an educational park should be established in the downtown area to provide enriched opportunities for pupils from widely different backgrounds and to serve as an experimental model for modifications in future parks. A summary of the project activites, some basic recommendations, an evaluation of the project's initial two years, and the plans to implement recommendations are included. In addition, a list of reports and publications by the project staff illustrates the exploratory nature of the project's three- year period. (Maps on pp. 109 and 110 may reproduce poorly because of marginal legibility.) (MLF)

ED043949

# THE ALBUQUERQUE STORY

## Future Schools Study Project

## FINAL REPORT

by

Robert L. Gresham, Director

and

Staff

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Albuquerque Public Schools
Albuquerque, New Mexico
June, 1970

EA 003 069

ED043949

Prepared by
THE FUTURE SCHOOLS STUDY PROJECT
Albuquerque Public Schools
Albuquerque, New Mexico
Tom Wiley, Superintendent
Robert L. Gresham, Project Director

The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

# THE ALBUQUERQUE STORY

Future Schools Study Project

Final Report

by

ROBERT L. GRESHAM, Director

and

STAFF

Future Schools Study Project
Albuquerque Public Schools
Albuquerque, New Mexico

# PREFACE

This report is the story of a three year ESEA, Title III Project in Albuquerque, New Mexico which ends June 30, 1970. To detail everything about the Project would make too lengthy a report. Consequently, the details presented are the most significant as seen by the Project staff.

This report was written by the Project staff as it existed in the last months of the Project. Much credit is due to staff members Patricia Christman, Betty Read, and Bill Darnall for this work. Marjorie Otis, staff secretary, must be commended for doing all of the essential secretarial and clerical work.

It must also be mentioned that, although Camille McRae is no longer a member of the staff, she gave us much time and effort in helping to complete this report.

Robert L. Gresham
Director

CONTENTS


Preface . . . . . iii

Chapter I. An Overview . . . . . 1

Chapter II. Activities of the Project . . . . . 35

Chapter III. Basic Recommendations of the Project . . . . 81

Chapter IV. Evaluation of the Future Schools Study Project . . . . . 113

Chapter V. Implementation . . . . . 137

Reports and Publications . . . . . 150

# THE ALBUQUERQUE STORY

## Future Schools Study Project

## CHAPTER I - AN OVERVIEW

On August 22, 1966, a planning grant request was approved by the Board of Education for a Title III, Elementary and Secondary Education Act Grant. The project was entitled "The Study of the Type of Schools Needed in the Last Quarter of the Twentieth Century."

The abstract of the proposal stated the following as the nature of the problem to be explored and the general objectives:

### The Nature of the Problem to be Explored

> The major problem to which the planning in this proposal is to be directed is the urgency which Albuquerque faces in providing for the challenge of the future with regard to the educational offerings for the citizens of today and tomorrow. That our schools of today operate in varying areas with limited programs is a concern of many. That no kindergarten program exists, aside from a summer Headstart program, is a cause of concern. That no junior college exists within the area is fast becoming an alarming fact. That our comprehensive secondary schools are extremely limited in their offerings is not widely understood. That de facto segregation exists is generally overlooked. That some of our school buildings in the oldest parts of the community predate World War I is regrettable. That summer programs are limited and adult programs are on a minimum level of operation is appalling. That libraries are, in most cases,

not staffed by professionals and are seldom operated beyond regular school hours is tragic. Many of the shortcomings are due to limited resources, but most are due to a lack of thorough understanding in the community of what a first class educational program could be.

General Objectives

The Albuquerque Public Schools and the Communities which they serve are vitally interested in what school patterns and programs can best serve the needs of our citizens. That those needs can best be served by an educational park is a very real possibility. In its largest sense, the educational park concept rests on the assumption that creative new schools, conceived as part of a total community regeneration, will provide the focus for the full integration and revitalization of school experiences and related community life. We believe that our planning related to educational parks may be innovative and exemplary enough to hold high promise as a model for similar planning and development in other communities in the nation.

The project was subsequently approved by the United States Office of Education, and funding began on March 1, 1967. The amount of funding for the first year's operation was set at $153,000. The first grant was to expire on February 28, 1968.

The Board of Education, on the recommendation of the Superintendent of Schools, named Dr. Robert J. Meyers, Executive Assistant to the Superintendent, as the Project Director. He immediately began to hire a staff for the project.

Assistant Director/Instructional Coordinator-Dr. Wm. Cunningham
Curriculum Coordinator - Dr. Dolores Silva
Pupil Services Coordinator - Mrs. Camille McRae
Community Coordinator - William Darnell
Draftsman - Robert Bilboa
Research Assistant - Mrs. Norma Morotto

The Director and the Staff very quickly decided that the educational park was the solution to the educational needs of Albuquerque. Each of the staff members began to explore their areas from the standpoint of the educational park concept.

Dr. Cunningham gathered much material of an instructional nature that could be used in an educational park. He made several visits to other districts which were studying the educational park or in the process of implementing one. He also made contact with many districts operating Title III programs and built up an extensive collection of materials from these districts.

Dr. Silva saw feasibility in the multi-disciplinary approach for the educational park. She worked with such people as Douglas Roberts, Charles Cairns, Paul Davis, George Skinner, Dwayne Huebner and others in putting together four publications known as Samplings. In each of the publications the various disciplinarians attempted to show how their own disciplines could work in a multi-disciplinary approach.

Mrs. McRae bagan gathering information on education and other pupil services programs. She also made visitations to selected ongoing programs. Initially, this area was also approached from the educational park view.

At the time the Project was initiated the City of Albuquerque was in the process of planning an Urban Renewal Program for the downtown area. Albuquerque also at this time was named as one of the first Demonstration Cities and began planning a Model Cities Program. One of the factors that caused the granting of these projects was the possibility of the school system making some real changes in school facilities and programs in these areas. Mr. Darnell spent his time collecting demographic data of the area and working with the city in its planning of these projects. In this he was assisted by Robert Bilboa.

It soon became apparent to the staff that if the educational park concept was the answer, the first one should go in the city's core area. This was proposed by the staff and much publicity was given to the idea. The two news clippings that follow are representative of the publicity received.

Prior to this decision of the staff, Dr. Willard Elsbree, Professor Emeritus, Teachers College, Columbia University, and

ALBUQUERQUE JOURNAL

(T. M. PEPPERDAY, publisher, 1926-1956, H. P. PICKRELL, editor 1926-1964)

*An Independent Newspaper*

Published At Seventh St. and Silver Ave. SW, Albuquerque, New Mexico
By The Journal Publishing Co.

Robert A. Brown, Editor John McMillion, Executive Editor

A-4 Sunday, November 12, 1967

# Into the Next Century

Albuquerque is currently involved in a number of plans which when consummated will launch this community squarely into the future.

In mid-week industrial leaders moved to implement a program leading toward development of a mammoth industrial-transportation complex in the area of the Albuquerque Sunport.

On Thursday night city and public school staff members announced they are exploring a historic joint venture — a downtown urban renewal program tied tightly into a proposed educational park on adjoining property.

And in Washington the Civil Aeronautics Board is preparing to hold a pre-hearing conference which could lead to badly needed additional airline service.

The industrial plan will call for the cooperation of some of the top leaders in the community — including representatives of governmental agencies owning land in the area. It will also call for imaginative action by these same leaders.

The urban renewal project still faces many obstacles. There will undoubtedly be many changes before it makes its way through the urban renewal board, the City Planning Commission, the City Commission and federal agencies. But a start has been made.

The school project is actually fantastic in its scope — and also faces scrutiny by the School Board and federal officials. There is no question but what many of the Valley schools need replacing. The educational park concept — which without question would bolster the heart of the city — may well be the answer.

The possibility of obtaining additional air service into and out of Albuquerque can well tie into earlier plans to set up an airport advisory board. This board would study the future needs of the city to allow it to keep up with developments in the air.

Much work remains to be done in all of these fields. There will be no such thing as instantaneous success.

But a start has been made. The city of today should not only be the city of tomorrow. The Albuquerque of tomorrow must be the city of the next century.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Robert A. Brown TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

POOR ORIGINAL COPY - BEST AVAILABLE AT TIME FILMED

*New Mexico's Significant Newspaper*

**The Albuquerque Tribune**

A Scripps-Howard Newspaper

GEORGE CARMACK, Editor

701 Silver SW TELEPHONE 247-3311

®Give Light And The People Will Find Their Own Way

B-4 November 20, 1967

# Vision Makes Dreams Reality

It wasn't by accident that Albuquerque won its first round listing as one of America's first 63 "Model Cities."

To qualify for the listing and get the federal planning funds for the projects required "persuasive presentations" by the communities, whose programs will be turned into reality almost wholly with federal funds.

* * *

Albuquerque won its listing through an imaginative program tied to the proposed "Educational Park" plan, a part of the recently proposed Urban Renewal project for the core area.

Albuquerque's presentation displayed a flare for competition, a bold new concept in educational plant planning and a community determination to "go first class".

The acceptance of Albuquerque's program is proof that ideas pay off — that the city is "big league" in its goals.

* * *

It also proves that in community planning for the future that if enough ships "are sent out, some will come back to port."

Albuquerque has brought it's ship back.

The Albuquerque Tribune hopes that this type of community vision will continue and result in more of its dreams coming true.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

George Carmack

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Dr. John Phay, Professor of Educational Administration, University of Missippippi, had been commissioned by the Project Director to make a feasibility study of the educational park for Albuquerque. The study was completed in April, 1968, with a resulting publication entitled A Feasibility Study of the Education Park Concept for Housing School Pupils in Albuquerque, New Mexico.

Prior to the completion of the feasibility study the Project Director commissioned Dr. Orlando F. Furno and Dr. J. S. Kidd of the Baltimore Public Schools to prepare a report on the evaluation of the effectiveness of the educational park concept. This report was completed in July, 1968, and is given in a publication entitled Schema for Evaluating the Effectiveness of the Educational Park Concept.

On November 30, 1967, a request was submitted to the U. S. Office of Education for a continuation grant of the Project. Funding of $150,000 was requested. The Part II - Narrative Report of the continuation grant application follows:

## Introduction

The Albuquerque Public Schools' "Study of the Types of Schools Needed in the Last Quarter of the Twentieth Century" was approved and funded by the U. S. Office of Education under Title III of the ESEA on February 1, 1967. An extension of one month in the effective beginning date for the study--referred to hereafter as the "Project"--was later granted by USOE.

A good part of the initial period of the Project was given over to housing and equipping Project offices, developing a general Project orientation, and staff recruitment. Because of our insistence on unusually competent staff (and because of the time of year, an unusual one for school staff recruitment), two key staff members did not arrive until July 1; and it was not until October that a full and satisfactory staff nucleus was achieved.

While the full staff was being assembled, planning activities were begun and continued as staff capability came on stream. From the beginning, these activities were based on two working assumptions:

1. that all aspects of the educational process had to be considered in a most fundamental way, in order to produce lasting improvement,

2. that the total environment of the individual had to be considered when improvement is contemplated; for the educational process is a part of the total environment.

These two assumptions underlaid the many discussions of objectives; they became the guidelines by which the Project oriented itself. This process of orientation led to the setting of three goals, which can be stated as follows:

Define, describe, and develop an educational process such that:

1. it will enable the greatest number of individuals to achieve maximum development of their intrinsic resources,

2. it will enable children to cope with and produce rational change in themselves and their environment,

3. it will recognize ongoing change, produce an appropriate response thereto, and generate a systematic evaluation thereof.

These goals have governed the direction of our planning efforts and the type of production we have selected. Since the nature of the goals implies a good deal of thoughtful analysis of the nature of the educational process, we have not stressed the immediate production of firm conclusions. We have, rather, emphasized the working out of goals, the generation of approaches to various aspects of the educational process, and the exploration of how the educational process relates, in physical and social context, to the total environment of the individual.

Because of a variety of factors--including the staffing situation mentioned above--project components are in differing stages of development. The descriptive sections below, therefore, are in the nature of status reports, rather than presentations of conclusions. Although the program components are described separately for purposes of convenience, it should not be assumed that this reflects the project orientation. We have assumed, and continue to assume, that the educational process is an integral one. Each program component, therefore, has been viewed as a part of an intra-related system.

While our interest has naturally centered on the educational park, we are attempting to give the conclusions reached through the study as wide an application as possible. Many of the innovative aspects of the study will have validity used in the educational park context, or in the more traditional context. A final major thrust of the Project, then, has been to assure as wide an applicability as possible.

## Curriculum

The immediate concern of the curriculum component was to develop a series of statements describing organizing principles in curriculum planning and in the disciplines affecting public education. Papers were developed in which specialists in each discipline presented current and authoritative thinking about the principles in each area.

These papers have been published as "Samplings I" and "Samplings II". (Copies accompany this summary report.) Additional papers are being prepared, which will complete this phase of the component.

The purpose of these papers is to establish principles for curriculum planning. From a rigorous theoretical base, flexible future choices for curriculum planning may be made. The fields of literature, linguistics, mathematics, and sociology have been examined to determine the adaptability of this planning approach.

In a further test of the approach, three teachers worked with Dr. Silva for three months, designing sample plans suitable for seventh and eighth grade literature classes. Consultants preparing position papers were also involved in this effort, particularly Drs. Davis and McClosky. These sample plans were then utilized in an intensive pilot instruction program, designed to test both the adaptability of the plans and their suitability to team teaching techniques.

## Instructional Organization

Program development in this area has been conceived as a learning, evolving process on the part of the present administrative and teaching staff.

A complete survey of the APS system to discover schools and staffs displaying potential and actual sophistication in program development has been performed. The Project is thus able--working through the present teaching staff--to seek out schools interested in developing new instructional methods and organization which emphasize greater individualization of instruction.

Personnel from these schools have been sent to visit schools without and within the system where innovative programs are conducted. In particular, four teachers and two principals have participated in team teaching internship programs in Weber County, Utah.

Through the development of new methods of instruction, staff utilization, etc. within the present structure of

the schools, the Project staff plans to select and train large numbers of staff members who will be ready to implement new programs in the proposed park.

Extensive materials on such areas as curriculum development, flexible scheduling, team teaching, non-grading, use of resource centers, etc., have been collected. A Project staff member has visited two exemplary schools to examine some of these areas first hand. In addition, a comprehensive library of descriptive materials from advanced educational projects across the country has been developed, the availability of which has been made widely known.

The Project staff has met with small groups of principals, staff members, and interested citizens to explain and present materials on instructional organization (as well as on the Project as a whole). Appropriate materials from Project files are sent to administrators and teachers expressing particular needs.

Plans for seminars and in-service training in these areas are under preparation.

Pupil Personnel

Pupil Personnel was the last area to be adequately staffed, perhaps indicating the complexity of this component. In the staffing period, however, a number of concepts in the field were examined and capably researched; this research is continuing, with particular emphasis on the following topics:

1. Developmental and preventive guidance services, in contrast to clinical and crisis-oriented services.

2. Educational, rather than clinical, diagnosis of learning problems, involving both curricular and behaviorial prescriptions.

3. Establishing school-community linkages in such areas as health services, social services, and para-professional employment.

4. Establishing comprehensive information systems for guidance purposes, utilizing data processing equipment.

To explore the feasibility of these approaches on a practical basis, discussions with the Mental Health and Mental Retardation Center at the University of New Mexico Medical School have been held, with the aim of establishing a referral and treatment procedure for children needing non-education help. These discussions will shortly be extended to include other agencies involved in this area. In this connection, the concept of placing Special Education in the instructional area has been explored with APS staff; such a move would be in alignment with the emphasis on educational diagnoses of learning difficulties.

After considerable research the notion of the teacher-guidance worker duo emerged as a critical concept. The teacher becomes the counselor's "learner" and the two operate together to form educational and behavioral prescriptions for individual students.

To highlight this concept and to gain a reproducible in-depth understanding of it, a series of films depicting group discussions of these subjects by teachers directly involved were produced. These films were jointly financed by the Project and the Inter-professional Research Commission on Pupil Personnel Services (IRCOPPS).

## Administrative Organization

This component is under study by Dr. Willard Elsbree of Columbia's Teachers College and Dr. John Phay of the University of Mississippi. In addition to their evaluation of administrative organization, Drs. Elsbree and Phay will report on a number of subjects pertinent to a total educational system. These will include such matters as kindergartens, junior colleges, and an educational park system.

Drs. Phay and Elsbree reviewed existing APS and community educational policy. They have interviewed Albuquerque Public Schools staff members at all levels; teacher groups; teachers' organizations representatives; community groups;

University officials; and interested citizens. Their preliminary report, which will set guidelines in a number of areas, is expected during early 1968.

## Sociological Studies and Community Coordination

Much information was available on the district in published and unpublished reports (see following section). Obtaining that information, translating it to maps, analyzing and comparing data with testing results, provided a clear indication of the area(s) where greatest efforts in innovation and improvement were needed. The results showed that real accomplishments were not likely to follow if:

1. An educational park were to be developed on the eastern edge of the community where growth continues. Such a park would not solve minority problems.

2. An educational park were to be developed on the western edge of the community where, again, the population characteristics tend to be similar.

3. Two educational parks - one on the eastern edge and one on the western edge of the community were to be developed. Sociological information indicated that the results would be two parks - each containing populations from similar types of students. The balance among various student population sources would, however, be quite different.

All information developed, along with district enrollment projections, indicated that a park properly developed in the center of our district could lead to some long range solutions to many educational problems. Existing financial limitations (for bonding-site purchase and building) seemed to rule out such a possibility. A number of events and a massive movement toward community coordination brought a central site back into the picture. Briefly, they were:

1. City officials decided to submit a Model Cities application. It was pegged to the possibility of an educational park in the center of the city. Both the city and the schools recognized that social problems cannot be solved by education alone, but also that they cannot be solved without meaningful educational involvement. Dozens of meetings were held with representatives of both governmental entities. Albuquerque has become a Model City.

2. An urban renewal director was employed by the newly formed (last spring) Urban Renewal Board. This marked Albuquerque's first real movement in urban renewal. The new Board is of unusually high caliber and its director is extremely competent. His first meeting in the city was with school officials. Again, dozens of such meetings have followed. The central city educational park area is to be included in Albuquerque's first urban renewal application.

3. A vigorous new city planning director was hired in July. His first assignment involved a proposed overpass (over a railroad) which would have cut through the proposed educational park area. After a number of meetings with school officials, he recommended a plan which would not endanger the area. City Commissioners concurred.

4. A new Metropolitan Transportation Department was formed and a director hired very early in the year (1967). He has worked closely with the Project staff. He has undertaken various transportation studies which relate to a central educational park. He also supported the overpass alignment (#3 above).

The combined efforts resulted in the presentation of the tentative Urban Renewal proposal and tentative educational park plan at a dinner meeting before some 350 community leaders on November 9, 1967. Press coverage was phenomenal and supportive. The morning paper (Journal) responded editorally (attached) on November 12, 1967. The

> evening paper (Tribune) responded editorally (attached) on November 14, 1967. Notification that Albuquerque was a Model City came on November 16, 1967 (follow-up editorials also attached).
>
> The central city educational park plan has, thus, provided the focal point for which this city may well move rapidly into the future in pursuit of the goals of solving both educational and community problems. Surely, educational goals are better solved when community decay is reversed.

The above portion of the continuation grant application gives in considerable detail the activities of the first year's operation of the Project. The narrative report shows very clearly the staff's dedication to the educational park concept as <u>the</u> answer to the educational problems of Albuquerque.

The continuation grant application projected the acitvities for the second year to be a continuation of what had been done in the first year in the areas of curriculum, program, pupil personnel, administration, and intergovernmental coordination. The goal was to have all of the components ready and tested when the new method of organization and operation (educational park) could begin operation for the schools of the future.

The continuation grant was approved by the U.S. Office of Education in the amount of $150,000. The Project continued much in the same manner as the first year's operation.

Since the Project was planning in nature, such plans had to be acceptable to the Superintendent and his staff and, further, recommended to the Board of Education for its approval. During the last part of the first year the Project's findings, ideas, and recommendations were submitted to the Superintendent and his staff at many staff meetings. The Superintendent's staff did not approve the Project's recommendations.

There were several reasons for this. One was the elimination of the neighborhood school concept which is inherent in the educational park concept. Another reason was a fear of the great transportation problem and its ramifications brought on by the educational park concept.

Thirdly, the Project's recommendations were applicable only to the core area, and many staff members felt that the overall district needs must be met in future programs. There was also a great financial problem observed by staff members in implementing educational parks.

Perhaps the prime reason against educational parks was the relative newness of most school facilities of Albuquerque. Nearly 80% of the school facilities of Albuquerque were less than 20 years old. Any educational park complex meant eliminating some of these newer facilities.

Because the Project's recommendations were unacceptable to the Superintendent's staff, the Superintendent charged the Project Director to recommend alternative proposals to meet the future educational needs of Albuquerque. This was not done. The Superintendent removed Dr. Meyers as the Project Director on July 1, 1968.

Prior to Dr. Meyer's removal Dr. Cunningham had left the staff. Dr. Silva had caken a position at Temple University but was still being used on a consultative basis. Dr. Meyers had authorized her to work on two projects during July and August of 1968. These projects were allowed to continue.

The Superintendent named Robert L. Gresham as the new Director effective July 15. When he assumed leadership of the Project, only Mrs. McRae, Mrs. Morrotto, Mr. Darnell, and Mr. Bilboa remained of the original staff. Mrs. Morrotto and Mr. Bilboa left shortly after the change of directors. Mr. Darnell was offered employment with the City of Albuquerque as an Assistant to the City Manager. An agreement was made with the City to share Mr. Darnell's time. He began working for the City three-fourth's time and with the Project one-fourth. This arrangement seemed advantageous to both the Project and the City. Mrs. McRae remained on the Project staff.

Since the new Director needed some time to think through various approaches to the Project, no immediate action was taken to add to the staff. Also, because of Congressional Appropriations, the budget had been dropped to $139,500, and earlier expenditures had left the Project rather short with this budget cut.

The new Director had been a member of the Superintendent's staff during the initial period of the Project. He was aware of the difficulties between the Superintendent's staff and the Project. He continued as a member of that staff and listened carefully to suggestions made by the other members of the Superintendent's staff.

The Director soon gave new directions to the Project. This new direction provided for a look at the entire district and its needs. The core area would still be studied vary carefully for needs and solutions but would be looked at within the context of needs and solutions of the entire district.

Perhaps the new directions of the Project can be seen through the news clippings immediately following this page.

BUQUERQUE JOURNAL September 1, 1968

*To Explore Entire District's Needs*

# City's Future Schools Project Returning to Original Intent

Albuquerque's Future Schools Project is returning to the original intent of the grant: To project and plan for needs of the entire district for the last quarter of the century.

Dr. Robert Gresham, who took over July 15 as the project's second director, said "We can't do too much concrete planning beyond 1975, but we can draw up a loose outline beyond that."

**BY RETURNING** to the original intent, Dr. Gresham means the school system is exploring all kinds of possibilities for the future: Not just an educational plaza.

Under the previous director of the project, Dr. Robert Myers, work had centered on the educational plaza concept, to the exclusion of studying alternatives.

"I'm not saying that we won't go the educational park route," Dr. Gresham said. "We may. But we don't know yet. There are many other possibilities to be explored, and that's what we are doing now. We have to make our decisions on what is best for the children."

**THE PROJECT** has been slowed somewhat, due to the cutting of all Title III funds. Funded for the first year at $150,000, the grant has been cut by at least 14 per cent so far this year, and possibly more. At the present time, the project is due to expire in February, 1970.

With the cut, the project has lost a considerable part of its staff. From here on, Gresham said, the APS staff will be greatly involved in the study and discussion of possible plans.

**GRESHAM SAID** his office is looking at school organization: Three year high school vs. the four year high school; middle school vs. junior high school; a different type of elementary school -- perhaps divided into a primary mini-school, and a larger intermediate school for the third-fourth-fifth grades.

"We also are looking at the community college, which possibly could operate with an expanded T-VI program and we are considering the 'magnet-high school' concept." Gresham described the magnet high school as one which offers sophisticated courses -- such as advanced art, music or science -- which ordinary schools cannot offer now because of lack of specialized personnel and facilities. Such a high school would have an open enrollment, with students coming from all over the city.

**GRESHAM SAID** the project also is "looking very seriously" at the system's special education program, and at the possibility of establishing special education centers. "As it is now, we have one or two classrooms on the sites of elementary and junior high schools. They are very uneconomical and we can't use our special education teachers to the best advantage, because they only have one or two classes."

Being considered is the establishment of special education centers, where 400 to 500 students would attend classes in buildings at the same location as an elementary or junior high school. Such centers would have their own facilities and teachers, but with the other schools available, classes could be integrated to whatever degree desirable.

**VOCATIONAL** rehabilitation is another area which could be organized in a similar manner to the special education centers, Gresham said. The development of centers could allow on-the-job training for youngsters. It also would be possible to each students at a younger age level than they are now reached.

Gresham said another exciting idea that is in the exploration stage, is the possibility of the establishment of a diagnostic center, for children who have health problems, or who are emotionally disturbed or mentally retarded.

**SUCH A CENTER** could provide the community with a referral clinic and many research services. It also would prove an opportunity for in-service training in many areas, especially teacher preparation.

Another matter to be considered is the decentralization of the school system, Gresham said. "Our minimum projection for 1985 is 100,000 students—and possibly 120,000," Gresham said. "When a district becomes this size, a central administration can no longer carry out the overall administrative function. We will have to go to some sort of administration which will put decision making and communications closer to home."

He said Albuquerque will be pretty much a forerunner in this type of decentralization, since the other systems where decentralization has been effected have been much larger.

**DR. GRESHAM** said the previous FFS staff had done considerable work in the area of curriculum, particularly the multi - disciplinary approach. He said some experimenting will be done this semester with a literature curriculum which has been devised in the project.

Another experiment will be the placement of four special education classes at the Bel Air-McKinley schools site to try out the special education center concept. He said a committee will study the progress of the center.

Gresham said at the present time the school system has a number of school buildings in the Urban Renewal and which are still usable. Such buildings now are being checked by engineers to determine their condition, life expectancy, and what use can be made of them in the future.

ALBUQUERQUE JOURNAL

# Core Education Park Decision Under Study

Making a decision on whether to build an education park in the Model Cities core area of Albuquerque is not as simple as it might seem, Robert Gresham, newly appointed director of the Future Schools Project, told the Board of Education Monday.

Gresham, named last July to succeed Dr. Robert Myers—no longer with the Albuquerque schools—as project director, said no decision has been reached on which way to go. He said he hopes to have a recommendation soon.

"To some, the answer to this (the Model Cities area) might seem quite simple," Gresham said. "But it isn't".

HE SAID THE schools could conceivably build an education park which would result in a concentration of students from lower socio-economic backgrounds in one spot.

"We feel that a complex such as this should have a mixture of students of various backgrounds. And this creates some real problems: Districting, transportation, traffic, and even the acceptance of those being brought in."

He said he believes the decision "must be made on the basis of the benefit to the whole district."

GRESHAM ESTIMATED the Albuquerque system will have another 40,000 students by 1985. He said a number of factors have to be considered in planning for the last quarter of the century, not the least of which is the system's bonding capacities.

Other questions for which answers must be found:

—Are middle schools the best arrangement, and if so, should all high schools be four-year high schools?

—How large should high schools be? Can we afford high schools of 2200 students—or should we build them for 3600?

—WHAT ABOUT special education and vocational training?

—What about adult education and technical training? Gresham said he believes a community college is needed in Albuquerque.

Back to the core area, Gresham said among considerations is an elementary - secondary school complex, as well as a high school - community college complex.

ALBUQUERQUE PUBLIC SCHOOLS

-21-

# JOURNAL

Vol. XXIII, No. 2 October, 1968

## Sub-district Plan Studied by A.P.S.

Experience suggests that school districts of 25,000 to 30,000 students are the most efficient, according to Robert Gresham, director of the Future Schools Study.

**With the Albuquerque district at the 78,900 mark, and with an anticipated 120,000 students by 1985, the Future Schools Study Project is investigating, as part of the total study, the possibilities of future decentralization of A.P.S. Gresham said that while the question of decentralization is very much in the minds of large metropolitan districts, little has actually been done in the area. This makes the study of prototypes difficult, but four plans seem to be emerging, at least on an experimental basis, from several other districts in the nation.**

One is the plan being tried with a certain amount of upheaval in New York City. Thirty-three separate districts have been proposed there, each with its own Board and superintendent.

A less radical plan which Chicago and Miami are trying is that of sub-districts. Each geographically established sub-district has an assistant superintendent and decentralized services although some services and the superintendent and Board remain at the central level.

A third method which Los Angeles is trying is that of dispersed services. This plan uses no assistant superintendents or administrative services at the sub-district level but has located certain services at decentralized centers for more convenient access.

The plan used in Las Vegas, Nevada, calls for assistant superintendents at the sub-district level, but rather than being located in the sub-district, they work out of the central office. They have some control over personnel allocation and budget matters.

**The idea of separate, autonomous districts is not feasible in a medium sized metropolitan area, explained Gresham, since in such a community the Board and superintendent are representing the total community. In Albuquerque, we don't have the separate suburban and core areas which cities like Denver and Kansas City have. There are natural divisions already existing in those areas that we do not have in Albuquerque.**

While no recommendation for Albuquerque has been made yet, the plan tentatively being studied is an in-between method, with one superintendent and Board, two major division heads (in the area of instruction and finance and administrative operations), and probably personnel procurement and allocation at the central level.

Each sub-district would have one assistant superintendent that would be located in the sub-district. He would have control over the program budget, allocation of personnel to schools within his area and almost all instructional and pupil personnel services.

**One of the strongest points in favor of this type of decentralization is the involvement of the sub-district committee - a lay committee which would act in an advisory capacity with specific duties. It would advise the assistant superintendent in its area and also could serve on an all-city advisory committee.**

How much rivalry or friction would there be between the sub-districts? Gresham thinks that the situation wouldn't be any different that it is between separate schools now. And with some centralized services and the central Board, a uniform standard should be maintained all over the city.

**The entire purpose of decentralization is to provide a more efficient system with better communications and to locate services closer to the students.**

Probably the best description of the various activities of the second year of the Project can be shown by quoting a portion of the narrative report that was part of the application for the second continuation grant made in December, 1968.

## Curriculum

As was stated in the narrative of the application for the first continuation grant the concern of the curriculum component was to develop a series of statements describing organizing principles in curriculum planning and in the disciplines affecting public education. Papers were developed in which specialists in each discipline presented current and authoritative thinking about the principles in each area. During the first Project year two papers were developed and during this present Project year two more papers have been developed. (These papers titled "Samplings" accompany this report.)

The purpose of these papers is to establish principles for curriculum planning. From a rigorous theoretical base, flexible future choices for curriculum planning may be made. The fields of literature, linguistics, mathematics, and sociology have been examined to determine the adaptability of this planning approach.

Under the direction of Dr. Dolores Silva who was part of the Project staff until September, the approach has been further tested by designing sample plans and units. These were developed in cooperation with teachers and students. Some testing has been done in certain classrooms and other pilot uses of these materials are planned.

The curriculum base evolving from this study is a departure from the traditional curriculum for which teachers have been trained. It is a multi-discipline approach. Implementation of such approach will necessitate considerable inservice programming. The kinds and content of such inservice programming has been under study.

## Instructional Organization and Methods

There are many innovative patterns of instructional organization and methodology being suggested and used throughout the country. The Project has attempted to bring many of these patterns to the attention of our school system and has attempted to develop resources concerning these patterns. This has been done through gathering library materials concerning these different patterns - books, brochures, films and other audio-visual media. The Project has also sent teachers, supervisors, and administrators to visit districts where some of the innovative patterns are in operation.

Extensive materials on such areas as curriculum development, flexible scheduling, team teaching, non-grading, independent study, use of resource centers, etc., have been collected. Some inservice has been done with the Albuquerque Public Schools staff. This will continue on an enlarged scale. Some experimentation is underway in some of our schools.

The Project has also attempted to involve the building and planning people in this area. While many of these new patterns can operate in traditional buildings, it is helpful if new buildings can provide flexibility which makes them more adaptable for such new patterns.

Plans for more inservice training in this area are being prepared.

## Pupil Personnel Services

Study by the Project in this area continues along the lines of the concepts outlined in the narrative of the application for the first continuation grant. These are again stated here:

1. Developmental and preventive guidance and health services, in contrast to clinical and crisis-oriented services.

2. Educational, rather than clinical, diagnosis of learning problems, involving both curricular and behavioral prescriptions.

3. Establishing school-community linkages in such areas as health services, social services, and para-professional employment.

4. Establishing comprehensive information systems for guidance purposes, utilizing data processing and computer equipment.

The Coordinator for Pupil Personnel Services of the Project has worked hard in establishing communication and rapport with other agencies that are directly involved in this area such as the Public Health Service, Welfare Department, University of New Mexico Medical School, Special Education Division of the College of Education, New Mexico Vocational Rehabilitation Department, and others. From this has come a Child Care Council. The Council is studying and planning for a Child Care Center which would provide opportunities for child care services, training services, and research services.

The child care services could include diagnostic information, referral services, and to some extent treatment services. The training services could be available for medical students as pre-service training, for teachers and others as in-service training, and for pre-service training at a vocational level for a host of para-professional types. The research service would be significant for many, especially for the Medical School and other University Departments, and the Public Schools' Department of Research and Evaluation.

The Project is also interested in and is actively pursuing programs for the pre-schooler. The emphasis now seen in early childhood training makes this mandatory. Unified record keeping and central registry of exceptionality in conjunction with community agencies and health personnel appears to be one aspect that is essential. The Child Care Center mentioned above would be an integral part of such a program.

## Administrative Organization

The administrative organization poses several questions that are under study. The Project has been and is studying the organization and size of school units. Albuquerque has several types of organization at the present time. We have three types of middle schools or junior highs - grades 6-8, grades 7-9, and grades 6-9. We have four-year high schools and three-year high schools. This flexibility of organization may be good. For planning purposes, though, a basic organization structure seems essential. Albuquerque has been a forerunner in the middle school movement. Evaluation of these new units is underway.

A different kind of elementary organization for the core area is under study by the Project. A proposal is under study which would divide the traditional elementary school into two levels. The lower level would be a mini-primary neighborhood school, K-3, with only one room at each grade level or about 100 students. These would really be neighborhood schools. The other elementary grades would be grouped as an intermediate school, larger in size and representing a much larger geographical area.

From a population and facility standpoint the size of school units become extremely important as one looks at bonding capabilities. The Project is looking at size in relationship to population increase, to monies available, and to its relationship to the quality of instruction it can give boys and girls. Size alone is, of course, not all of the problem. How a school of different sizes is organized internally also becomes important. This is under study by the Project as well.

The educational park concept has been looked at very closely by the Project. Dr. Willard Elsbree of Columbia's Teachers College and Dr. John Phay of the University of Mississippi have been consultants in this area and have submitted a report

A large metropolitan district growing larger is faced with how to administer school units more effectively, how to provide supportive services more effectively, and how to maintain more effective communication with its school units, its employees, and its patrons. The answer to this appears to be in some kind of decentralization and perhaps subdistricting. The Project has been exploring and studying

this problem. Some very tentative proposals have been made but much study in this area remains to be done. Much further study is being planned.

The area of specialized school units is one that a metropolitan district must give attention to. Such programs for exceptional students become mammoth in metropolitan districts where you not only have large numbers needing such programs, but where a larger percentage of the total need such programs. Such programs as special education, vocational rehabilitation, and those for the highly advanced do not appear feasible economically at each individual school unit. Special centralized units may be the answer. This also is under study by the Project.

Another area of the educational needs of the district seems to be found in post high school education. This district has a gap in this level. There is a university which can offer the graduate of high ability and good finances opportunity to proceed. There is a Technical-Vocational Institute (Public) which meets the needs of occupational training of low or medium skill. The Institute is free. The gap is in the resources for those who want highly technical vocational training or who wish to pursue college level work but cannot afford it. Also left out are the adults of the district who want special educational opportunities. The community college seems the answer. This has been and is under study by the Project working in cooperation with the University and various city groups. The Project staff has developed several papers concerning community colleges which can be used as a base in developing a community college. (This series of papers is being transmitted to you with this summary.)

## Sociological Studies and Community Coordination

The areas of economic and cultural deprivation are of continual concern to the Project. These areas have unique problems that may well require different approaches than that of the rest of the district. The staff has given much attention to these areas.

Albuquerque had two major federal projects at the city level working in these areas. These are the Urban Renewal Project and the Demonstration Cities Project. This Project

> is working closely with these other Projects as well as with the regular city administration. One of this Project's staff members is working part-time with the city as a liaison person.
>
> Albuquerque has a core area where there is a grouping of minority population with substantial economic deprivation. This is a major portion of the Model Cities Area and is also in the Urban Renewal Area. These two projects have the capability of helping the district implement changes in education in this area.

Late in the second year of the Project two new staff members were added. Mrs. Betty Read was added to the staff as a research assistant. While doing research in all areas for other staff members, she also was assigned to study specifically the community-junior college. Her efforts in this area resulted in the publication of a book in February, 1969 entitled The Community-Junior College. She also wrote Grade Level Organization in a School System published in September 1969.

Mrs. Patricia Christman was added to the staff as the Coordinator for Instruction. Her task was to explore different kinds of programming for schools. Her efforts have resulted in several publications that are of great value. Her major papers are:

Program For the Mini-Primary School

The Middle School Program

The Nongraded Elementary School

Large High School Organization - Schools Within Schools

Program Implications of the Extended School Year

During December, 1968, a request was made for a second continuation of the Project. This was prepared in the format of the previous application and forwarded to the U.S. Office of Education. It requested funding of $100,000.

At this same time control of Title III Projects was passed to the State Departments of Education. Our continuation grant application was forwarded to the State Department of Education - Title III Section. After a review of the application the Project was asked to be more specific in setting forth the third year objectives. These were produced and are as follows:

1. To plan for facilities and necessary site expansion for larger high schools (3000-3600 enrollment) and larger mid-schools (1200-1500 enrollment).

2. To plan for implementation of a basic grade level organization for the Albuquerque Public Schools. Elementary schools (grades 1-5), mid-schools (grades 6-8), and high schools (grades 9-12).

3. To plan facilities for a new Albuquerque High School to house 3000-3500 students in its general program.

4. To plan facilities for two new mid-schools in the core area.

5. To plan facilities for a Child Development Center for Learning and Diagnosis in the core area.

6. To plan facilities for elementary school components in the core area.

7. To plan for redistricting necessitated by larger school populations, change in grade level organization, and changes in core area.

8. To plan facilities for magnet programs at the new Albuquerque High School.

9. To plan for establishment of a Community-Junior College as a part of the total educational offerings of the Albuquerque Public Schools.

10. To plan for a decentralization schema for the administration of the Albuquerque Public Schools.

11. To plan program for the Child Development Center for Learning and Diagnosis.

12. To plan program for the magnet components of the new Albuquerque High School.

13. To plan program for the changed elementary organizational structure in the core area; e.g., the mini-primary school, kindergarten, and the intermediate school.

14. To plan in-service programs for teachers who will be teaching in different and new kinds of programs.

15. To discover information concerning new and promising programs and disseminate to the regular Albuquerque Public Schools' staff which is charged with overall planning of programming of the district.

16. To cooperate with and help direct overall educational planning for the Model Cities Project.

17. To provide dissemination of all pertinent planning both statewide and nationally.

18. To work with the Urban Renewal Project in obtaining land necessary for the Educational Complex in the core area.

19. To maintain liaison with the Albuquerque City Council which is the ultimate decision-maker for the Model Cities and Urban Renewal Projects.

20. To maintain communications with the total community on proposed plans of the Project.

The application for the second continuation grant was subsequently approved. The funding was set at $100,000. The third year of the Project began March 1, 1969.

By January, 1969, many of the basic recommendations the staff felt should be made were in rough form. Many meetings were held with the Superintendent's staff in discussing the ideas. Many good suggestions were received from that body and were incorporated into the thinking of the staff. By the end of February, the ideas of the Project staff had been found acceptable by the Superintendent and his staff.

In order to give more visibility to the ideas of the Project staff, a series of meetings were scheduled with the principals of the system. Each of these meetings involved only 10 or 12 principals and considerable time was spent in presentation, discussion, and the receiving of principal's ideas. The principals did raise valid questions that caused some modification of ideas.

During April two lengthy informal sessions were held with the Board of Education. At these sessions the Project's proposed recommendations were presented. The Board of Education was given all available background on these proposals. Extensive discussions were held.

Concurrent with these activities, staff members were also talking about the proposals before citizens' groups, including Parent Teacher Associations and several civic and fraternal organizations. The staff spent considerable time at the Model Cities' Board meetings. Extensive dialogue was held with the Model Cities staff and the Urban Renewal staff.

On May 26, 1969 a formal presentation of the Project's Recommendations were made to the Board of Education. (These recommendations are described in detail in Chapter III.) The agenda for this particular meeting had been well publicized. A sizable crowd was in attendance, and many representatives of the news media were present. The news clipping on the following page was the announcement of the May 26 event from the Albuquerque Journal.

Prior to the formal presentation of the Project's recommendations Superintendent Chisholm had announced his resignation and the Board of Education was in the process of seeking his replacement. Dr. Chisholm did not feel it ethical to push for Board adoption of the recommendations at that time. He asked that the Board accept the report and delay action until a later date, giving a new superintendent the chance to review the recommendations. This was done.

ALBUQ. JOURNAL MAY 23, 1969

# Future Schools Report To Be Given Monday

The summary report and recommendations of the Albuquerque Public Schools' federally-funded Future Schools Study project will be presented at a special meeting of the Albuquerque Board of Education at 4:30 p.m. Monday in the public school Administration Bldg., 724 Maple SE.

The topics will be covered in the report and recommendations, according to Robert Gresham, Future School Study director. Included are school size, grade level organization, the future of Albuquerque High School, elementary schools in the city's core area, mid-schools in the core area, a magnet high school in the core area, future of Monroe Junior High, a child development center, a community junior college, and decentralization of APS.

School Supt. Robert L. Chisholm said he will recommend to the board that the massive summary report be heard and taken under advisement for a period of weeks prior to any actual adoption of recommendations.

"THIS STUDY is tremendously important to the future development of the Albuquerque Public Schools, and it is important that anyone in the community who is interested has an opportunity to react to the recommendations before their final adoption and implementation," Dr. Chisholm said.

Monday's meeting, as are all meetings of the Board of Education, is open to the public.

The Future Schools Study is a three-year project funded under Title III of the federal Elementary and Secondary Education Act. The term of the study grant ends next February.

SCHOOL OFFICIALS said the report will not be released before it is given to the board Monday, as some of the supporting materials still are being compiled.

However, some of the recommendations have been discussed, at least in part, throughout the past several months as various aspects of the study were put together.

For example, recent discussions of an "educational park" in Albuquerque have veered from a total park concept toward the concept of a "magnet high" school. And provision was made in the recently approved bond issue for planning and site acquisition toward the building of a new Albuquerque High School.

Also revealed in budget discussions earlier this week was a plan to "decentralize"

Continued on A-11

# *APS to Hear Schools Plan*

Continued From A-1

the administration of Albuquerque schools by creation of three "sub-districts," each of which would be under the direct supervision of an assistant superintendent. Exact boundaries for the sub-districts are expected to be recommended at the meeting.

THE GRADE LEVEL organization is expected to deal with the question of "mid-schools" which have been under study on a pilot basis in Albuquerque for some time. The system has been moving for a couple of years toward a 5-3-4 alignment, with two high schools presently on a four year basis and an announcement that the city's newest and largest school—Eldorado High—will eventually have between 3000 and 3500 students in four grades.

Also under study for some months, along with the fate of Albuquerque High, has been the future of other schools in the "core area." Washington and Lincoln Junior Highs, and John Marshal and Longfellow schools. Building Director Art Matthews has been conducting studies of these schools along with Albuquerque High, to determine physical possibilities for the schools.

It was also suggested in the recent bond issue allocation that kindergartens, at least on a limited basis, will be a part of the plan to be proposed for the core area.

Another school whose fate has been under discussion for some time is Monroe Junior High, located adjacent to Winrock Center. The shopping center has steadily encroached on the school campus, and Chisholm said during a recent press con-

On one of the recommendations, however, the decentralization of administration, the Board felt so strongly that they did not wait. At a meeting in June this recommendation was adopted for implementation to begin July 1.

As of July 1, three area superintendents were selected with their first task being that of acting as a research team to further study the implementation of decentralization. The Project staff spent most of their time during July and August working with the area superintendents in their first task.

During September and October the Project staff worked with the administration on a first year implementation plan for the basic Future Schools recommendations. Such a plan was submitted to the Board of Education on November 3, and approved at that time.

In October, 1969 Mrs. McRae left the Project to join the Title I Program as Director of Evaluation. Mrs. McRae had done some very worthwhile work for the Project in the Pupil Services area. The following titles of her papers show the breadth of work she had done in this area:

Special Education

Pupil Personnel Service in the Mini-Primary Schools

The Child Development Center

Pupil Personnel Services in the Schools of the Future

The Case For Concentration of Innovation at the Elementary Level - and Below

Vocational Rehabilitation

Educating the Emotionally Handicapped

The Project staff's time, since the Board's adoption of a first year implementation plan, has been in further study and refinement of the specifics of the recommendations.

# CHAPTER II - ACTIVITIES OF THE PROJECT

This chapter gives some detailed description of the more significant activities of the Project. It does not include all of the activities of the Project by any means.

At the beginning of the Project, extensive discussion of the scope and direction of the Project by the staff and Director led to the definition of a number of areas in which either basic research data or activity were lacking. Among these were the areas of demographic and socio-economic information and a clear understanding of the interrelationship between school and other governmental activities.

As an initial step in correcting these deficiencies, the Director and staff performed a preliminary survey of the available literature to determine the seemingly most relevant types of information to isolate in the area of demographic and socio-economic information. Based on this survey, it was apparent that the problem of adequate education for the disadvantaged groups of all kinds represented a major concern in the planning for the types of schools required in the Albuquerque Public Schools (APS) in the last quarter of the twentieth century. With the exception of a census

conducted annually by APS in order to qualify for certain Federal funds, there was little information describing the size, location, or economic status of these disadvantaged groups.

Utilizing 1960 census data, all census tracts within the Metropolitan Transportation Planning Area were ranked on the basis of three variables:

1) Spanish-surnamed population
2) Non-white population
3) Median family income

(The Metropolitan Transportation Planning Area is not identical with the APS district; the MTP area covers more than the City of Albuquerque, but less than the County of Bernalillo. The County is virtually identical with the APS district. The population outside the MTP area, however, was quite small and therefore was ignored.)

These data were then grouped, within each classification, into approximately a lowest quartile, a highest quartile, and the two middle quartiles. This information was then graphically depicted on a map of census tracts.

Concurrently, it was discovered that a graphic representation of the attendance district for each school was not available. In

order to accommodate pupil numbers to the existing physical facilities, school attendance district boundaries had been changed yearly, and it had not been the practice to prepare a large scale map of these districts. Boundary descriptions were therefore obtained, discrepancies checked and eliminated, and an accurate map depicting the attendance district for elementary, junior high, and high schools was prepared.

While these maps were of considerable interest in displaying current conditions, it was difficult to translate the information contained on them into a total picture. All maps were therefore converted to a common base, and a series of colored overlays were constructed displaying the following information:

1) high school attendance districts

2) junior high attendance districts

3) elementary school attendance districts

4) percentage of Spanish-surnamed population, by census tract grouping

5) percentage of non-white population, by census tract grouping

6) median family income level, by census tract grouping

In order to accommodate the map scale and to permit adequate visual display, a special lighted display board was designed and constructed.

Utilization of the prepared overlays in this manner gave a quick and ready comparison of the various factors under consideration. Thus compared, the information revealed a serious situation which the Project's activities of necessity had to consider.

It was discovered that the lowest grouping within each category had a boundary virtually identical with that of one high school; with those of two junior high schools; and with substantially those of the elementary feeders to those schools. In short, one high school and its feeders were accepting the overwhelming majority of the area characterized by relatively high Negro population, relatively high Spanish-surnamed population, and relatively low economic standing.

The overlays which displayed these conditions graphically were then converted to a series of photographic transparencies (slides). These slides were utilized in presentations to over 100 groups, in which this condition was factually described.

Concurrent with this effort, work had begun on an aspect of the Project considered of equal importance. One of the major guiding principles in the Project was that the schools and school planning could not be considered in isolation from the remainder of the urban scene. The actions of other governmental units, with their

impact on the total living environment, were felt to be of equal importance to a successful educational process.

Thus, contact was initiated with the City of Albuquerque, with the Model City program of the City, the Urban Renewal program, and the Metropolitan Transportation Department - later, the Council of Governments. /APS was, in fact, a charter member of the Council of Governments (COG)./

City policy makers and staff - particularly the City Planning Department - were continuously briefed on the progress of the Project. An extremely close working relationship with the Model City program was established and continued throughout the Project. This proved to be of particular value, since the citizen participation component of the Model City program provided a mechanism for interchange between the Project and the poor of the district - a group heretofore not heavily involved. By understandable coincidence, the boundaries of the Model City area /known as the Model Neighborhood Area (MNA)/ were virtually identical with the high school attendance district boundary previously mentioned.

The remainder of this chapter is divided into the following areas: Administrative Organization, Program Planning, Coordination and Curriculum Development, Pupil Personnel Services, and related

activities. By the very nature of some activities, there is a necessary overlap of a few areas.

## ADMINISTRATIVE ORGANIZATION

Many areas of administrative organization have been studied during the three years of the Project. Papers indicating the results of research have been written on these various subjects: grade level organization, the evolving junior high school, decentralization, the educational park, school enrollment distribution, alternate plans for school location patterns, the community-junior college, future school facilities needed, and comparative costs.

Grade Level Organization. Prior to September, 1966, the traditional 6-3-3 pattern of grade organization had been in use in Albuquerque. At that time, the 5-3-4 organization was also implemented, to explore the possibility of other patterns offering better educational opportunities for the school-age youth. By 1970, three organizational patterns were in existence, 6-3-3, 5-4-3, and 5-3-4.

After extensive research and planning, the Future Schools staff recommended to the Board of Education that a basic grade level organization should exist, and that organization should be

1-5 elementary, 6-8 middle school, and 9-12 high school. The basic reasons for this recommendation are several. The traditional junior high covered generally the stage of development of youth which begins prior to the onset of puberty and extends through the early stages of adolescence. There is considerable evidence that these stages begin and end at an earlier age now than when the junior high movement began. This evidence indicates that grades 6-8 (and even perhaps 5-8) now represent more closely the period prior to the onset of puberty and into the early stages of adolescence. Also the social maturity of the ninth grade student more nearly parallels that of the older students in grades 10-12. Additional research indicates that psychologically, emotionally, and educationally the two pairs of grades which are closest together are the sixth and seventh grades and ninth and tenth grades. An extensive discussion of this research and its implications, along with additional reasons for the grade level organization, are included in the paper, Grade Level Organization in a School System.

In anticipation of, response and reaction to the middle school development, an APSCOE (Albuquerque Public Schools-College of Education-UNM) Middle School Project was created during the spring semester of the 1969-70 school year. The Advisory Committee for this Project, with Future Schools staff representation, is involved

in exploring ideas for courses in the College of Education at the University of New Mexico for the training of teachers for the middle school, providing student teaching experiences in the APS middle schools, and providing a vehicle through which persons from the two institutions could cooperate in developing a good training program for middle school teachers.

The Evolving Junior High School. The Project had recommended the movement to middle schools to replace the present junior high school organization. There were those in the present junior highs who were opposed to this move.

The position the Project had taken was that the junior high school generally had been a failure in fulfilling the functions commonly accepted as the functions of the junior high school. There was little disagreement with the basic functions of the junior high school but a great amount of dissatisfaction with what the junior high school actually had done in meeting these functions.

The booklet The Evolving Junior High School was an attempt to look, historically, at the junior high school movement, at the evolution of the functions of the junior high schools, at the successes and failures of the junior high school and to look at what may be the future of the junior high school.

Decentralization. The idea of decentralization was not a new idea within the Albuquerque Public Schools. During the last two years of Superintendent Spain's tenure the idea had been advanced and some exploration made of the idea of a high school and its elementary and junior high feeders being an administrative area. With the death of Dr. Spain this idea was forgotten.

As the Project staff became involved in long range enrollment projections it became apparent that the Albuquerque Public School System was going to grow phenomenally. It was felt that a school district with a population of 100,000 students or more had to have a different kind of administrative structure.

At about the same time there was extensive discussion nationally in large metropolitan districts of decentralization. Most discussions of decentralization came about because of segregation problems. The staff saw the idea of decentralization as a possible administrative organization for Albuquerque.

Research of the literature showed that very little had been written about decentralization. It was discovered that only three major districts had taken steps to decentralize or had implemented decentralization. These districts - Dade County (Miami), Florida, Fairfax County, Virginia, and Davidson County (Nashville), Tennessee - were visited by staff members.

The Project staff agreed that decentralization had some real possibilities for Albuquerque. The idea was then explored with the Superintendent's staff. After several discussions with the Superintendent's staff, there appeared to be a consensus that decentralization should be explored and some details derived. Superintendent Chisholm appointed a committee composed of the Deputy Superintendent, the Director of Pupil Personnel Services, and the Director of this Project to further explore the subject.

From the work of this committee came a written report urging decentralization for the purpose of providing better communications, support services, and instructional supervision. The paper Decentralization and Sub-Districting of the Albuquerque Public Schools also proposed that the new areas make use of lay people as advisors. The paper also gave examples of what the organizational structure should be.

Educational Park. It became clear as the Project progressed that the concept of an educational park had considerable viability in terms of solving the problem of a large concentration of minority group, poor people attending a single high school (and its feeders).

On a preliminary basis, sites for an educational park were identified. Such factors as costs, travel times, and general site

suitability were evaluated, also on a preliminary basis. The implications of utilization of the park concept were outlined, and the entire picture then available was presented to system personnel, involved city departments, residents of the Model Neighborhood area (MNA), and the public at large.

This picture included the previously mentioned high school attendance district, which in addition to pointing out obvious problems, represented de facto segregation; it included the potential for breaking such segregation through utilization of the educational park concept; it included possible park sites; and it included preliminary estimates of the possible parameters - school size, school organization, physical plant - of such a move.

Preliminary evaluation had made it evident that acquisition of land parcels large enough and properly located for an educational park would be prohibitively expensive if undertaken in the normal manner for acquisition of school land. Thus, from an early stage the cooperation of the Urban Renewal Agency (then initiating its first project) was solicited, so that school land needs could be programmed into the planning for land acquisition. The Urban Renewal program was new to both the City and school administrations, and there were naturally many unknowns in the process. This close,

almost daily, liason with Urban Renewal proved valuable, however, (as it did with other governmental entities), and several major conclusions of the Project (described elsewhere) rely for implementation on the cooperative relationships established.

In September, 1967, Dr. Willard S. Elsbree, Professor of Education Emeritus, Teachers College, Columbia University and Dr. John E. Phay, Director of Institutional Research, University of Mississippi began a study of the education park concept for housing school pupils in Albuquerque. These two gentlemen spent much time in Albuquerque studying the school district, the community, and visiting with many people, both professional and lay.

Project staff members supplied the two consultants with much information about the district. Most of the demographic information came from the studies of the Project staff during the early months of the Project.

In October, 1967, the Consultants, accompanied by Superintendent Chisholm, Director Myers, Board member Thompson, three principals and three central office personnel made a visit to Nova Schools in Broward County, Florida, to observe the experiment there with an education park. One of the Consultants also attended a conference in Pittsburgh, Pennsylvania, to review the Great High Schools Plan.

The Consultants' study was completed in April, 1968, with the transmittal of a report to the Board of Education. This report has been published and is titled A Feasibility Study of the Education Park Concept for Housing School Pupils in Albuquerque, New Mexico. Drs. Elsbree and Phay reached the following conclusions in their report:

1. It is not feasible immediately to abandon or discontinue the use of all the 108 schools in Albuquerque and to establish, even within the next decade, a sufficient number of education parks for the entire school district. The problem of housing the total school population in education parks in the future must be approached gradually. It is at best a long term undertaking.

2. A system of education parks for the Albuquerque School District seems at this time to be entirely feasible and highly desirable. However, when the first education park is established, it should serve as an experimental model and future parks should be modified as experiences with the first park show this to be desirable.

3. Education parks should be established one at a time. For the first education park, some buildings should be started as soon as park plans are adopted and the site acquired. These conclusions were reached following an analysis of the feasibility of organizing and staffing such a park, administering it, and financing it.

4. Concern that plans for establishing subsequent education parks might be abandoned in the future should not deter Albuquerque from establishing the first education park in the downtown area as proposed in this report. This park, when established, will go a long way toward providing enriched opportunities for pupils from widely different ethnic and socio-economic backgrounds. It is feasible and desirable to establish a first education park despite the fact that at this time a total education park system cannot be guaranteed.

In connection with the education park study late in the fall of 1967, Director Myers asked Dr. Orlando F. Furno and Dr. J. S. Kidd, both of Baltimore, to develop a schema for evaluating the education park concept. These two Consultants received advice, opinions, and criticisms of many scholars. Particularly valuable was the assistance of Dr. George Brain, Dean, College of Education, Washington State University.

Coming from this study by Drs. Furno and Kidd was a report titled Schema for Evaluating the Effectiveness of the Educational Park Concept. This was published in August, 1968.

School Enrollment Distribution. Throughout the early work of the Project, there was a feeling that a better way of handling population information was needed. The present system could not provide many necessary population factors and was quite inefficient in providing other factors. In working with other agencies it was evident that school population factors were important to these agencies as well.

Through exploration with the Middle Rio Grande Council of Governments, which represents several governmental agencies, it was realized that the needed information could be obtained in an economical manner as a by-product of existing systems. Experimentation

in this area was carried on jointly by the Project staff and the Council of Governments staff. A summary report of this project is documented in a publication School Enrollment Distribution.

Alternate Plans for School Location Patterns. Early in 1968 after the Project staff had become firmly convinced that the education park concept was the only solution for Albuquerque, Superintendent Chisholm asked Director Myers to study and offer alternatives. The only response to this was a document titled A Preliminary Report on Alternate Plans for School Location Patterns.

One of the real values of this report is that it includes much demographic data of the district. The fourteen tables included in the publication give information on population projections, ethnic group distributions, economic characteristics, etc.

One very important part of this publication is the section on bussing for integration purposes. This section is well done and has much information pertaining to bussing attempts throughout the country.

While this publication is still strongly oriented toward the education park, it does suggest alternate plans for locating schools. Part III also gives criteria that should be used in selecting the appropriate plan for school location. In the words

of the report "These criteria are intended to reflect the factors which we feel most importantly affect the choice of a location pattern."

Community-Junior College. During the entire Project, planning and research have included the consideration of a community-junior college as an institution to fulfill the educational gaps existing in Albuquerque, particularly in the areas of highly technical-vocational training and special educational opportunities for adults. A significant number of people, working in the Project, for the Project, and related to the Project, have concluded that a community-junior college should be established in Albuquerque. This, then, is one of the recommendations of the Future Schools Study Project - that a community-junior college be established in Albuquerque.

In January of 1967, a resolution was passed by the Board of Directors of the Chamber of Commerce of Greater Albuquerque stating that the Board was in favor of a junior college district being established in Albuquerque. Shortly thereafter a Junior College Steering Committee was formed by the Chamber which included representation from the institutions of higher education, the public schools, the Chamber, the City Commission, City Hall, and numerous businesses and industries in the community.

In 1968 the Junior College Steering Committee hired Dr. C. C. Colvert as a consultant to make a junior college feasibility study for Bernalillo County. He concluded that "It is quite feasible both from the viewpoint of the projected enrollment and from the tax rates needed for the educational operation and from the bonds, to provide a public junior college for Albuquerque and Bernalillo County."

Also, early in 1968, the Albuquerque Board of Education obtained the services of Willard Elsbree and John Phay to assist the school system and the Future Schools Study Project in a feasibility study.

In this study, A Feasibility Study of the Educational Park Concept for Housing School Pupils in Albuquerque, New Mexico, the two consultants said, "There is no doubt...that at least one junior college is very much needed." They further suggested that the college be established now and become operational in 3-5 years.

In the fall of 1968 a questionnaire was developed by the Future Schools staff concerning the community-junior college. Under the guidance of the counselors in the eight high schools, eleventh and twelfth grade students answered the questionnaires. 8,561 questionnaires were used in the ensuing analysis and study. The final report contained information about students who planned to attend

college and those who did not; reasons for their plans; courses of study in which they were interested; states in which they planned to attend college; factors to prevent students from attending college; interest in attending a community-junior college; and reasons for that interest or lack of interest.

In the fall of 1968 the staff began several intensive months of research and study which culminated in a published report, The Community-Junior College. The purpose of this report was to provide a common basis of information about the community-junior college to people interested in and working toward the eventual establishment of such a college in Albuquerque.

In the early months of 1969 Project staff members were sent to visit the one existing junior-college in New Mexico and the City College system in Chicago, Illinois.

After interest in establishment of a junior-college by two school districts just outside of Albuquerque was also made known to the State Department, a grant was given to the Bureau of Educational Finance to help finance a year's study of the "unmet educational needs" of the Middle Rio Grande Area (Albuquerque and three other school districts). Project staff members have been on both the large Steering Committee and the core Technical Committee to guide

the efforts of the Bureau of Educational Finance personnel making the study. This study will not be completed until the summer of 1970, after the Project has ended.

In addition to the various working committees and the reports and projects made, numerous discussions have been held with community leaders, University of New Mexico personnel, and Albuquerque Public Schools' administrators to explore the various possibilities and local problems connected with the establishment of a community-junior college. Generally these people are in agreement that unmet educational needs do exist and that some type of two-year college could best fulfill these needs. Understandably, however, full agreement does not exist about who or what should control such an institution.

These various projects and reports which have taken place in the last several years have led to the conclusion that a community-junior college could possibly fill existing educational gaps and that such an institution is feasible in Albuquerque both in terms of financial resources and substantial enrollment of students.

During the life of the Project one change has been made in terms of the concept and research on the community-junior college, and it is not significant. In the initial years of the Project the

concept of the education park complex included grades K-14, thus including the community-junior college as a part of the complex. The final recommendation of the Project, however, does not include a location designation for the community-junior college. There are several reasons for this. One is the belief that a larger segment of the community should be involved in making such a decision; another is that it does not seem logical to determine the location of the college prior to the vote by the community on whether to establish one. The third reason is connected with the Bureau of Educational Finance study in process. The final report from that study could be that one or several of the school districts should have their own junior college district(s); or that one junior college district should be established with several campuses; or that Albuquerque be one junior college district with several campuses, or a variety of other possibilities. The question of location should be considered after the conclusion of that study.

Future Schools Needed Using Alternative Patterns of Organization and Sizes. Two of the basic recommendations have had considerable opposition. The recommendation concerning larger student populations has received opposition from high school people because of a real fear of student problems brought about by a possible loss of identity of the student within a large population. While the

Project staff has offered solutions that can help overcome these forseen problems, there is an admitted danger.

The grade level organization has also been under attack by some high school people. They do not want the ninth grade added to the high schools. Various reasons are given such as the high school cannot offer a program for this youngster or the ninth grade youngster is not ready for the high school scene. The real reason is probably that the ninth grade presents problems as far as the athletic program is concerned.

Regardless of the validity of the arguments of the opposition, a position was taken by the present administration that further study was necessary. In light of this the Project staff felt it necessary to project future school facility needs using different patterns of organization and different sizes of schools.

In January, 1970, a paper was presented titled A Projection of Future Schools Needed in Albuquerque for This Decade Using Alternative Patterns of Organization and Sizes. This paper is most specifically addressed to four-year high schools versus three-year high schools and 2500 enrollment versus 2800 or larger.

Comparative Costs Study. In recommending larger populated high schools, the Project staff had suggested that the per student costs

of the facilities for larger populations would be less than comparable facilities for a smaller population. A study was made of this comparing one of the district's present high schools, West Mesa (2000 capacity), with one now under construction, Eldorado (3500 capacity).

The study did show a dollar savings of a considerable amount. Probably the most important value shown in the study, though, was the gain of per pupil square footage of certain specialized areas which can lead to better educational programming.

This study is documented in a paper Comparative Costs Study of Two High Schools of Different Student Capacities published in February, 1970.

## PROGRAM PLANNING, COORDINATION AND CURRICULUM DEVELOPMENT

Planning Instructional Organizations. Under the leadership of Dr. William Cunningham the Project staff, in this area, addressed itself to the development of a frame of reference for planning instructional organization. The development of this frame of reference involved much searching of recent literature, gathering of materials regarding innovative instructional programs, visitation

of selected schools, and the use of consultant help. Dr. Cunningham introduced his paper Suggested Frame of Reference for Planning Instructional Organizations with the following statement:

> The following material presents in outline form the concepts which are basic to most modern instructional innovations. It is essential that any planning done for the future begin by accepting all or most of these concepts as a foundation upon which to build. Since our primary objective is the individualizing of instruction, the basic concepts outlined will serve to insure flexibility in the grouping and re-grouping of youngsters in such a way that the best interests of the individual are constantly kept in focus. Every effort has been made to deliberately avoid suggesting a fixed or constant instructional organization. The emphasis is on flexibility as an integral part of daily activities. The process of facilitating change and incorporating new and more appropriate procedures will be a natural aftermath.

This frame of reference gave two major objectives. These objectives were (1) the individualization of instruction, and (2) the professionalization of teaching - helping teachers achieve a higher level of effectiveness. The concept of individualizing instruction included:

1. building a curriculum which would provide significant learning experiences for all students, regardless of ability,

2. developing curriculum content selected for various groups, with due care taken so that the content is appropriate for each learner,

3. planning provision for quest activities and systematic fostering of critical thinking, self-directiveness, and creativity,

4. planning provision for frequent one-to-one and small group instruction to the end that students might be helped in linking previous experiences and existing interests to worthwhile pursuits,

5. developing means for maximum communication among the student, his parents, his teachers and staff specialists as the student's educational activities are structured and evaluated,

6. investigating ways to dejuvenalize the school, rejecting "spoon feeding" on the basis that it fosters dependence,

7. looking for ways to encourage students to grow in their understanding of significant concepts through
   (a) pre-planned, structured experiences,
   (b) verbalization, both oral and written, and
   (c) visualization,

8. the breaking of two kinds of lock-steps, the lock-step of pace and the lock-step of content.

The concept of the professionalization of teaching included the following:

1. the conservation of teachers' time and energies by freeing them from non-professional tasks,

2. a reinvestment of time saved by more efficient instruction into:
   (a) individualized and small group teaching,
   (b) professional improvement,

3. an assumption by the teachers themselves of much decision-making typically relegated to the schedule or to the administrators,

4. the assuming of leadership on the part of all teachers in the task of creative curriculum building,

5. an acceptance of real responsibility on the part of the faculty in the in-service training of personnel new to the school and in the training of future teachers,

6. the relegation of those professional duties which cannot be efficiently assumed by all teachers to an adequate staff of specialists,

7. the assumption of the role of instructional leader by adminstrators and supervisors.

During the latter half of 1967 Dr. Dolores Silva produced A Mediating Curriculum, a paper designed to set out bases for the development of curriculum which would be flexible, interdisciplinary in scope, and relevant to the children and young people of today. To quote Dr. Silva,

> "Two major factors guide the selection of disciplines for a curriculum plan. First, they must have contemporary relevance. A medieval curriculum with its stress on the other-worldly and its focus in theology is certainly not useful for the priorities of our age. Nor are we yet ready for the possible curriculum of the future which may rest on a distinction between terrestrial and super-terestrial knowledge. The disciplines we choose must have central importance in our time. Second, the disciplines must offer flexibility, easy movement from the particular to the general and back. A choice which keeps us fixed in the compartments of narrow disciplines is as unsatisfactory as one which always forces us to ignore the particular and concentrate on sweeping generalities."

A curriculum based on four disciplinary areas was proposed by Dr. Silva. These areas are the nature of ideas, the physical sciences, the human sciences and the arts.

In October, 1967, the Project published the first in a series of four journals under the title of Samplings. This first issue approached literature, linguistics, sociology, and mathematics with the view point of curriculum change along the lines mentioned earlier. Subsequent issues of Samplings were, as the first one, collections of essays concerned with the application of Dr. Silva's ideas of instructional strategy and curriculum building. Many contributors were contracted to write for these journals and the areas which were treated were wide and varied.

Following Dr. Silva's separation from the Project staff her final publication was issued. This was How Children Learn Language, a theoretical discussion of the acquisition of syntax and phonology. Charles Cairns, University of Texas at Austin, collaborated with Dr. Silva in this work.

With the change in Project directorship and staff, a new direction emerged for the activities associated with program development and coordination. The altered emphasis of the Project (the investigation of several possibilities for the future of the education

process in Albuquerque instead of total concentration on the education park idea) required that many studies be made. While the ideas espoused in the writings of the earlier Project staff, along with the written views of outside experts who had been contracted to contribute, were grounded in sound curriculum theory, there had been little attempt to attack problems peculiar to this region, either from the organizational standpoint or the instructional view. As the definite needs of this specific school district began to obtrude, resulting from local studies and analysis by the Project staff, the need for one person to investigate and research program possibilities became apparent. In February, 1969, a new Program Coordinator was added to the staff.

The final recommendations of the Future Schools Study to the Albuquerque Board of Education in November, 1969, embodied several areas which required research, analysis, and the preparation of explanatory papers. These were prepared by the Program Coordinator; following are brief descriptions of them.

The Mini-Primary School. The Project recommended that small neighborhood primary schools be developed in the core area of the city. These schools would serve culturally different children in a team-taught, non-graded program, K-3. Cooperation of the Model Cities

effort made the addition of the kindergartens possible. Albuquerque Public Schools does not support a kindergarten program.

The Project Program Coordinator consulted with the Model Cities staff in the development of the educational component of their total proposal; kindergartens alone during the school year 1969-1970, and their continued support in connection with the Mini-Primary the following year are parts of that component.

A paper was prepared and distributed to elementary principals, setting out suggestions for the un-graded program and specific guidelines for curriculum.

The Un-Graded Elementary School. The staff of the Future Schools Study is thoroughly committed to the proposition that the abolition of elementary grade levels on a purely chronological basis would do much throughout the system to foster individualization in pace and content. For this reason, and also because many principals became interested in strategies to help them affect a change in their schools, such programs as were operationally successful were investigated, research was done, and a paper was written for distribution to all elementary administrators in the system.

The Middle School. Following detailed studies of different grade level organizations and complete analysis of local populations

trends as well as financial prospects for school construction, the Project staff recommended that the system adopt a 5-3-4 grade level organization. The existing junior high schools would then become middle schools. The professionals in the system had little knowledge of the requirements of a substantive middle school program. The subject was researched and a paper was produced to acquaint junior high school principals and teachers with the needs of children in the 10-14 year age group, as well as the possibilities and the altered emphases of the true and productive middle school program. The instructional division of Albuquerque Public Schools sponsored an in-service workshop for all interested professional personnel during the spring of 1970; this workshop was planned and coordinated by the Future Schools Study staff.

Large High School Organization: Schools Within Schools. Inherent in the suggested grade reorganization was the need to plan for increased high school populations. This constituted a deep concern on the part of high school administrators. They voiced the opinion that in this day and time a high school of 3500-3600 students would have an atmosphere which would keep the students extremely remote from teachers and administrators of the schools. In order to assist professionals in dealing with problems of size, the different operational plans for house or school-within-a-school organizations were

investigated and an explanatory paper was written, setting out alternative ideas for personalizing the educative process in schools with large enrollments.

A Magnet Program for Albuquerque High School. In cooperation with federal projects operating in Albuquerque, the school system will construct a new Albuquerque High School to replace the old existing downtown school. The Project staff advocates the centralization of some aspects of desirable high school programming in this new school. Possibilities were considered and other systems using the magnet concept were contacted and their results investigated. The Project staff recommended that the magnet component of Albuquerque High School be planned to include:

1. A Centralized Vocational Rehabilitation Program. This recommendation was based on the belief that the centralization of facilities, equipment, supplies, and professional personnel would produce a more meaningful opportunity for students in the vocational rehabilitation program. The proximity of the Albuquerque High School site to the business community of the downtown area would add to instructional possibilities. It was also felt by the Project staff that great results in equipping young people to sustain themselves could be accomplished by combining efforts now being made in the separate schools.

2. A Centralized Advanced Industrial Arts Program.

Due to the cost of equipment and operation of industrial arts programs at the advanced, sophisticated level, a centralized facility would provide opportunity for students who cannot be instructed at this level in the separate schools. Apprenticeship programs and other advanced and job-oriented experiences will fill a definite need of many terminal students in this school system.

3. An Advanced Offering in Academic Subjects.

There are several instructional areas for which there is demand in the separate high schools for advanced programs. Small groups in these areas cannot be supported in the separate existing high schools. If faculty and resources were centralized, a substantive program could meet this need for all students in the system. Some of these areas are the fourth year of a foreign language (in some cases the third), Advanced Placement Programs in biology, chemistry and physics, mathematics into the differential and integral calculus, advanced and formal speech training, computer mathematics and programming, all phases of dramatic and performing arts, and fine arts to include sculpture and crafts as well as the more common media.

## PUPIL PERSONNEL SERVICES

The first effort in this area was the establishment of a philosophical base and an overview of pupil services. The work of the staff on the philosophy of pupil personnel services culminated in the publication Pupil Personnel Services in the Schools of the Future.

Further exploration opened other facets of pupil services needing study and several research papers were produced. The balance of this section contains brief narrative descriptions of some of the topics researched.

Pupil Personnel Services. One alternative for the organization of pupil services was presented in this paper. The suggested move away from the current crisis orientation toward a truly developmental/preventative program appeared to require a quite different organizational structure. The major suggestions embodied in the report were:

1. A planned, cooperative method of utilizing community resources was outlined and channels set up for much greater use of the personnel of the Mental Development Center, the School of Medicine and appropriate departments of the University of New Mexico.

2. It was felt that optimum service could be given to pupils by placing Special Education in the Division of Instructional Services. It was suggested that the needs of children with handicapping conditions might be better met through instructional groupings based on what they can do rather than on admittedly imperfect I.Q. testing.

3. Reinstitution of a comprehensive testing program was urged. However, a vastly different concept was suggested to the end that available computer service be fully used to set up a testing program designed to 1) point out danger signals for individual students before crises occur, 2) assist in making curriculum decisions, 3) automate vocational and college counseling, and 4) analyze classroom performance for specific help to teachers in planning for needed instructional groups.

4. The need for a full-time office for research was pointed out. The major emphasis to be on bringing together all the known facts, academic and social, to assist in enhancing the educational effectiveness of the total program. For Pupil Personnel important studies would include student, community and school characteristics, follow-up studies and special studies of community forces affecting pupil services.

5. An organizational chart for sub-districts of approximately 24,000 students each was drawn.

6. A chart depicting the organization of sequential pupil services by developmental levels (assuming a continuous progress, non-graded program K-12) was drawn.

The Case for Concentration of Innovation at the Elementary Level. This study drew heavily on the work of Piaget, Benjamin Bloom, Donald Eichhorn, Harry Passow, France Ilg, Robert Hess, Roberta Bear, and various histories of American education. The five major points were:

1. the sequential nature of child development,
2. the importance of early experiences and environment,
3. the need for precise longitudinal research designs (15-20 years),
4. the dollar benefit to public education in concentrating on early education as opposed to remedial or therapeutic techniques,
5. the importance of involvement in educational planning of parents, teachers, administrators, and community representatives.

Pupil Personnel Services in the Mini-Primary Schools. The plan for establishing mini-primary schools in the Model Cities target

area was set up as a very innovative attempt to overcome the deprivation in early childhood experiences for these children. The plan has been described in the program section of this report. The short paper described in this section represented a somewhat different approach for pupil services in the mini-primary schools. The three major areas of pupil service were discussed separately as follows:

1. Guidance. The emphasis was put on developmental/preventive programming with the formation of interdisciplinary teams to work with community professionals agencies and parents. It was suggested that guidance counselors work on staggered schedules to allow time for home visits, evening seminars for parents, and staff meetings with teachers, principals and curriculum consultants.

Inherent in the mini-primary plan was recognition of the need for contact with parents early and often if a truly developmental/preventive program was to evolve. Seminars for parents on child rearing, nutrition, budgeting, school expectations, etc. were suggested. The role of the guidance counselor in this effort was seen as that of a coordinator of existing services using the school as the neighborhood focus on services to children.

2. Special Education. At the time of writing there was no early childhood program extant in the city. The kindergarten year was viewed as the time for early identification of handicapping conditions with concomitant educational prescription.

3. Health Services. The focus was put on the interdisciplinary team with the school nurse recognized as particularly able to work with parents and appropriate community agencies.

Special Education. This paper presented the rationale for moving the Division of Special Education from pupil services to the Instructional Division.

A plea was made for not segregating children with intellectual deficits until the junior high school. At that point it was suggested that these students go into special programs aimed at vocational training. This plan rested on the concept of team teaching with special education teachers functioning as a part of the team and drawing off their students as needed for special instruction.

In the area of social-emotional handicaps, crisis classrooms for the disruptive child were suggested for each school with special teachers staffing each room. Designs for the conduct of these

special classes were expected to vary according to the philosophy and training of the teachers (e.g. the permissive approach or the contingency management approach).

Programs for children with learning disabilities were discussed and alternatives suggested (e.g. the special classroom in each school or the itinerant teacher).

Vocational Rehabilitation-Albuquerque Public Schools. This study presented an overview of the current organization of the VR program. The State plan for vocational rehabilitation services, 1966-68, was discussed briefly and the suggestion made that the Albuquerque Public Schools attempt to work with appropriate persons to be sure of inclusion in the programming.

Educating the Emotionally Handicapped. The paper produced under this title was a survey of the literature on the subject. It contains a brief outline of the research for several programs.

The conclusion of the paper pointed out the amazing lack of specific pattern and uniformity in approach. The approaches were much less systematic and much more intuitive than had been expected. Like most clinically-oriented endeavors, judgments about outcome in this area are painfully subjective. There was strong evidence suggesting that teachers at least are happier when dealing with

emotionally disturbed children if they have clinical support and understanding. The problem arises in terms of how the clinician and the educator can most effectively relate and coordinate their efforts. The need for a directly psycho-educational framework was apparent.

Diagnostic and Learning Center. Planning for an interdisciplinary center for the study of child development grew out of the research done by the Coordinator for Pupil Personnel Services. This was one of the most exciting explorations during the Project.

Cooperative planning with the Mental Development Center, the School of Medicine, and appropriate departments of the University of New Mexico resulted in the acceptance of a proposal to the Model Cities Office for supplementary funds for a year of planning directed by a professor of Psychology from the University. Funding sources have been explored, a proposal written and a plan drawn up.

Much lip service has been given to the idea of interdisciplinary relationships, but this has not seemed to work out well in actual practice. Experts in the field have indicated their belief that the failure of professionals in the various disciplines to actually engage in interdisciplinary cooperative efforts can be attributed to their own lack of experience in a genuinely interdisciplinary

setting. They further feel that the ideal place for professionals to receive such training would be while they are in practicum and internship settings. It is in such settings that the professional begins to establish identifications with role models and ways of working that will probably carry over throughout his entire professional career. No one discipline has all the answers to specific problems. The complexity of both the environment and the individual requires a multitude of approaches to solving problems.

This ambitious proposal was modeled after the University-Affiliated Centers funded by the Department of Health, Education and Welfare. Visits were made to the Centers in Seattle and in Kansas and local planning done to adapt features of each to this locale. Full fruition of the planning cannot come for several years. However, the work has begun and the unique feature of this program comes from the close alliance between the public schools and the University. Training for professionals in a variety of disciplines will be carried out in the public schools with tremendous benefits for research and for the children who will pass through the Center.

Student Data Bank/Model Cities Kindergarten. The research and planning for the data bank and the kindergarten program were presented together because of the interwoven nature of their development.

What was outlined is a data bank involved not just with storage, but access; not just dissemination, but interaction. The data bank was conceived of as the organizational mechanism to create and maintain the network of relationships necessary to ensure both access and communication.

The need of the public schools for both a data bank and for public preschools suggested a possible beginning for both by application to the Model Cities Project for funding. Briefly, the proposal was made to Model Cities that a grant of money which would allow the purchase by the schools of computer equipment would give rise to savings in rental costs and funds generated by expansion of services in the amount of $80,000 per year. The $80,000 was to be dedicated to the establishment of a model kindergarten program in the schools of the Model Cities area.

The portion of the proposal for the Student Data Bank was not passed by the regional office reviewing the Model Cities proposals. However, there was widespread interest in the kindergarten portion and a proposal was written and accepted. As of September, 1969, seven portable buildings were placed on the five school sites in the target area and fourteen full-year kindergarten classes established. Although evaluation of the first year's program has not been completed, positive reaction has been so marked that the

entire program of Title I has been affected. Planning for 1970-71 appears certain to result in giving up the seven week summer Title I preschool after summer, 1970 and the establishment of eighteen year-round kindergartens in the schools with the highest numbers of disadvantaged children. This has been a shining example of school/community/federal agency cooperation.

## RELATED ACTIVITIES

Enrollment Projections. Since the Project had to do much work in the area of projecting future enrollments, the Administration relied on the Project for the 1969-70 and 1970-71 projected school-by-school enrollments for the purposes of budgeting and teacher allocation. The Project staff was highly pleased that the 1969-70 actual enrollment came within one fourth of one per cent of the overall projected enrollment.

The Project staff has developed a system of enrollment projection in cooperation with the Middle Rio Grande Council of Governments staff which makes enrollment projection more nearly an exact science. The office of the District which is charged with this responsibility in the future will have access to this system and information.

Year-Round School. During 1968 a lay committee composed of individuals appointed by the County Commission, City Commission and Board of Education had studied the school system, particularly the financial aspects. One suggestion coming from this committee had been that a year-round school operation should be explored. Superintendent Chisholm felt that this was a suggestion that should be followed up. Before leaving the system he had discussed this with the Board of Education and had stated that with the Board's approval a committee should be appointed to study the year-round school.

In anticipation of Board appointment of such a committee, Project staff began research on the subject. Materials were gathered, and a background paper was written, The Extended School Year. The paper, distributed to Albuquerque Public Schools school personnel, contained basic information on the concept, historical development and experience, problems of implementation, and brief description of the various formulated plans for year-round school organization.

In September of 1969 a committee composed of teachers, principals, administrators and citizens was appointed by the Board of Education. Two Project staff members were placed on this committee. The Director of the Project was appointed chairman of the committee.

The committee has been meeting several times each month and is studying two basic questions: 1) If a bond election failed or was considered invalid and the district was forced to utilize only existing facilities for several years, would a year-round school operation be a feasible way to use present facilities? What kind of program could be built, and what would the operational costs be? 2) If money were no problem, could the year-round school operation provide better educational opportunities to students? What kind of program could be developed, and what would the cost be?

The committee plans to produce two reports, one on each of the two basic questions. At the completion of the study, a final report will be presented to the Board of Education, showing results of the study and making recommendations to the Board.

The Project staff also cooperated in another aspect of the year-round school study. Mrs. Christman, Instructional Coordinator, produced a paper Program Implications of the Extended School Year to acquaint interested people with the instructional possibilities of the extended school year.

Differentiated Staffing. Many of the activities of the Project had indicated the desirability of different patterns of staffing.

Also, the President of the Board of Education had indicated to the Project staff his interest in differentiated staffing. Anticipating that the District would be studying differentiated staffing the Project staff gathered information and materials from individuals, organizations and school districts across the nation.

In the early spring of 1970 a committee was formed by the Administration to study differentiated staffing. This committee was composed of teachers, principals and other administrators. At this time there is nothing to report on the activities of this committee.

Consequence of No 1970 Bond Issue. Because of its growth over the past twenty years the Albuquerque Public Schools have had to have a constant building program just to house students. The District has handled this capital program by annual bond elections, voting for five-year bonds and keeping outstanding bonded indebtedness to capacity. The District has passed twenty consecutive issues. This program has been farsighted on the part of the Board of Education as the savings in interest on the five-year bond program has been tremendous. There is only one drawback - the District dares not go for an issue each year.

There was apparent opposition to a 1970 issue. Many felt that one should not be attempted this year. A citizen's committee felt that because of several previous tax increases, a bond issue would fail.

The Project Director was asked to prepare a report on what the District would face if no bond issue was available in 1970. This report is the basis of the paper Consequences of No 1970 Bond Issue.

Inservice Activities. In many of the activities described in the areas previously mentioned the Project has attempted to acquaint personnel of the District with the activity. It has attempted to give selected personnel more in-depth knowledge of particular activities.

The inservice program has been carried out through several means. Major publications coming from activities have been distributed to all schools. When consultants were brought in, time was arranged that selected personnel could work with them. A professional library of books, periodicals, films, etc. was established and made available to the personnel of the District. Many teachers, principals, and other administrators were sent to conferences, workshops and other schools known to be doing things in specific areas under study. Some local workshops were held with local personnel as participants.

The Project staff feels that the District now has a core of teachers, principals and administrators who are quite knowledgeable

in many areas of programming suggested. It is the hope of the Project staff that the District will use these people in developing implementation plans and in acquainting other District personnel with innovative ideas and practices.

Financing Public Schools in New Mexico. Adequate financing is a must for implementing many of the recommendations of the Project. Since Albuquerque is the poorest financed district in the State because of archaic financial thinking in the State, the Project staff felt that means of adequately financing public schools in New Mexico should be studied. At the time of the writing of this final report the study of finance is underway. At least a preliminary report on this subject will be finished and published before the Project ends June 30, 1970.

# CHAPTER III - BASIC RECOMMENDATIONS OF THE PROJECT

By May, 1969, the basic recommendations of the Project had been accepted by the administration of the Albuquerque Public Schools. Two rather lengthy informal sessions were subsequently held with the Board of Education to discuss the recommendations that would be presented to the Board at a future meeting. On May 26, the recommendations were formally presented to the Board of Education.

Prior to the May 26 Board meeting Superintendent Chisholm had submitted his resignation and had announced his appointment as Superintendent of Schools of the Arlington, Virginia school system. Superintendent Chisholm did not feel it ethical to ask the Board for an immediate decision on the recommendations since a new superintendent would soon be appointed. He asked the Board to accept the report and study it for a few weeks before making any decisions. At the formal Board meeting on May 26, the motion was made and approved by the Board to accept the report.

The following is the document which was presented to the Board of Education. This paper was distributed also to those in attendance at the meeting and given to the news media representatives. The paper gives the basic recommendations in capsule form. Further

amplification of the recommendations was given by the Project Director in his presentation.

## RECOMMENDATIONS OF THE FUTURE SCHOOLS STUDY PROJECT TO THE BOARD OF EDUCATION May 26, 1969

This paper attempts to give in capsule form the basic overall recommendations of the Future Schools Study Project. These recommendations are quite broad and little attention to specific detail is given in this paper. Some work has been done on specific detail but much remains to be done. The project is far from being completed. At this time we are asking endorsement of the ten broad recommendations and, if these are endorsed, will be coming back from time to time with recommendations on those specific details that will need Board of Education action.

Recommendation 1.

The Albuquerque Public Schools must look at larger pupil populations in individual schools, especially at the secondary level. It is our recommendation that present mid-school facilities be expanded to house 1200-1500 students and that present high school facilities be expanded to house 3000-3600 students. We realize that site limitations and geographical location will make it necessary to keep certain facilities at lesser capacities.

We realize that this recommendation runs somewhat counter to the small amount of available research on optimum school size. Our reasoning on this is based largely on costs and the availability of bond monies. It is our belief that facilities for larger populations can be constructed for significantly less dollars per student than can those for smaller populations. We also believe that many of the disadvantages of larger school populations can be overcome through additional staffing and different organizational patterns.

Recommendation 2.

At the present time the Albuquerque Public Schools has several grade level organizations. It is our recommendation that the system have one grade level organization and that this organization be grades 1-5 elementary, 6-8 mid-school, and 9-12 high school.

One of the reasons for the emergence of the junior high school in the first quarter of this century was the need for a traditional organization between the elementary and the high school levels, one which helped meet the physical, mental, and social needs of youngsters. The junior high covered generally the stage of development of youth which begins prior to the onset of puberty and

extends through the early stages of adolescence. There is considerable evidence that these stages begin and end at an earlier age than when the junior high movement began.

Evidence points to grades 6-8 as now representing more closely the period prior to the onset of puberty into the early stages of adolescence. There now appears to be less of a differential in maturity between sixth and eighth grades than between seventh and ninth grades. The social patterns are more nearly the same in grades 6, 7, and 8 than in the conventional pattern of grades 7, 8, and 9. The social maturity of the ninth grade student more nearly parallels that of the older student. Research indicates that psychologically, emotionally, and educationally the two pairs of grades which are closest together are sixth and seventh as the first pair and ninth and tenth as the second pair.

Recommendation 3.

The Project recommends that Monroe Junior High should be closed and that the students from this school be dispersed into other adjoining districts. The location of this school makes it extremely hazardous for these students. Many of us wonder that we have not had a tragic accident at this location and continually keep our fingers crossed that we never will as long as it is in operation.

The Core Area. The Project believes that a very significant change must take place in providing better groupings and subsequent school facilities in the so-called core area of downtown which has high percentages of minority groups, economic deprivation, and the culturally disadvantaged. This area, also, contains most of our oldest facilities.

Recommendation 4.

The Project recommends that the area contained in the present Lincoln, Washington, and Jefferson districts be redivided into two larger districts as near equal in population, minority grouping, and economic grouping as possible. Eventually new facilities for these new districts should be constructed, but for an interim period Lincoln should be closed and the Washington and Jefferson facilities could be used to house these students.

Recommendation 5.

The Project recommends that a new Albuquerque High School at a different site be constructed. The two new mid-school districts described above should be the feeder schools of the new Albuquerque High. This will give a larger population and a better balanced population, ethnically and economically, to Albuquerque High.

Recommendation 6.

The Project recommends that an experimental elementary program be used for the core area. For the northern part of the area it is proposed that a regular K-5 elementary school be located on the committed site which would house students in the Longfellow district, the southern portion of the Stronghurst district, and the eastern portion of the Lew Wallace district. This facility should be built for a population of 750 students which would allow approximately 150 students in on an open enrollment basis. This would allow for better mixing ethnically and economically.

For the southern area, south of Coal, it is proposed that a series of quite small neighborhood primary schools (K-3) be located to handle approximately 100 students each. All of the 4th and 5th grade students of this area would go to East San Jose which would become an intermediate school. This allows for no attempt at mixing. The emphasis in this area must be on compensatory programs alone.

We would propose that a research study be inaugurated when these elementary plans are operational to study the effects of grouping versus non-grouping as well as the effects of the small neighborhood concept at the primary grades. Such a study should continue

at least four years or until an entering kindergartener has completed the last grade. While we talk of grade levels, we actually envision these elementary programs as being ungraded programs.

Recommendation 7.

The Project recommends that a Child Development Center for Diagnosis and Learning be established on the committed land in the Model Cities area. Envisioned is a facility housing special equipment for audiology screening, pediatric examination, psychological testing, therapeutic recreation, etc. Observation units would be included in the plan to allow for the widest capability in a number of fields. This Center would serve as a diagnostic center for those of the total school population needing special services which cannot be given in the separate schools. Coordination of referrals to appropriate individuals and agencies would be made from such a central location, central record-keeping would be established, and every attempt made to cut duplication of effort throughout the community. This center would not "treat" all students but would have classes for specific purposes for those who cannot be served in regular classrooms. Teams would go out from the Center to work with teachers, curriculum specialists, and guidance counselors in the whole system. It is hoped that arrangements could be worked out to allow rotation of teachers through

the Center in a very special kind of in-service training. Briefly, the Project hopes to see a Center devoted to the development of a technology of teaching. The diagnostic effort is essential if educators are to determine where a child is and make specific educational prescriptions for the fulfillment of his potential.

Recommendation 8.

In connection with a new Albuquerque High School, the Project recommends that facilities be provided for magnet programs which would be open to all high school students in the system. The primary purpose of the magnet component is to pull together curricula, staff, resources, and facilities into a single location in order to offer a variety of courses to high school students in the system which are unable to be offered adequately in all individual high schools. Included in such offerings would be vocational courses, advanced courses in math, science, and languages, specialized courses in the arts (art, music, drama, etc.), and vocational rehabilitation.

Recommendation 9.

To complete the educational offerings of the district, the Project recommends the establishment of a community-junior college as soon as feasible. While the community-junior college should provide for all unmet educational needs of the district, it must have a very heavy emphasis on occupational and vocational training.

Recommendation 10.

The Project recommends decentralization of the operation of the Albuquerque Public Schools. This decentralization should come through districting, probably three, and the moving of supportive staff to the districts with each district being administered by a district administrator who would have considerable latitude in the operation of his district. Each district should incorporate the use of a lay advisory council. Decentralization would hopefully give us better communications and more effective use of supportive staff.

## AMPLIFICATION OF RECOMMENDATIONS

Recommendation 1. Larger Size Schools. There is little more to be said than that stated in the previous section. This recommendation was one brought about by the financial limitations of the district versus the greatly increased growth the district expects to experience in the next ten to fifteen years.

Recommendation 2. Grade Level Organization. This recommendation is dealt with very adequately in a publication of the Project, authored by Betty Read, Grade Level Organization In a School System. There appears to be sufficient research to support the Project's recommendation on grade level organization. The real

issue is not the grade level structure but the changes in instructional programming, although more proper grade level structure is an essential first step. The staff thinking was that chances for improvement of instructional programming are better in a new organization than in the traditional structure.

Recommendation 3. Monroe Junior High. In order to understand this recommendation fully some history of this school is necessary. Monroe was built in 1952 on land that was given to the school system by the University of New Mexico. At the time the school was constructed the area was sparsely settled residentially. Since that time the area immediately about the school site has become almost completely commercial with the area not now commercial slated to become commercial in the very near future. Immediately adjacent to the site on the south and east is the huge Winrock Shopping Center. Across Louisiana Boulevard to the north and west is the Coronado Shopping Center. Plans call for motels and office buildings to be constructed directly across Louisiana Boulevard from Monroe.

After the construction of Monroe the Coronado Freeway was constructed to the south of Monroe with one of its major exits being Louisiana Boulevard. Monroe fronts on Louisiana. Because of this

arrangement, Louisiana has become a major arterial with its traffic count being one of the highest in the city.

Since the opening of the freeway half of the Monroe district lies to the south of this freeway and to the west of Louisiana. This means that half of the Monroe enrollment must cross both the freeway and Louisiana. This has caused a very hazardous situation and one that will worsen over the years as traffic increases.

Practically all of the area of the Monroe district lies very close to other junior high schools. The south portion is adjacent to the Hayes district and the east portion is adjacent to the Grant district. In both cases getting the Monroe students to these two junior high schools would be much less hazardous than the present situation.

Both of the junior highs (Grant and Hayes) are rather small in enrollment. The addition of 300 to 400 students would enable them to operate economically more efficiently and to offer a higher quality instructional programming.

Because of the heavy commercial interests in the area, the Monroe site is a very valuable piece of property. If Monroe were closed, the acreage could be sold for a sizeable amount. Appraisals on

the site indicate a sale price of $2.5 million or more. This amount would pay for needed additions at Hayes and Grant and leave a very sizable balance for other district needs.

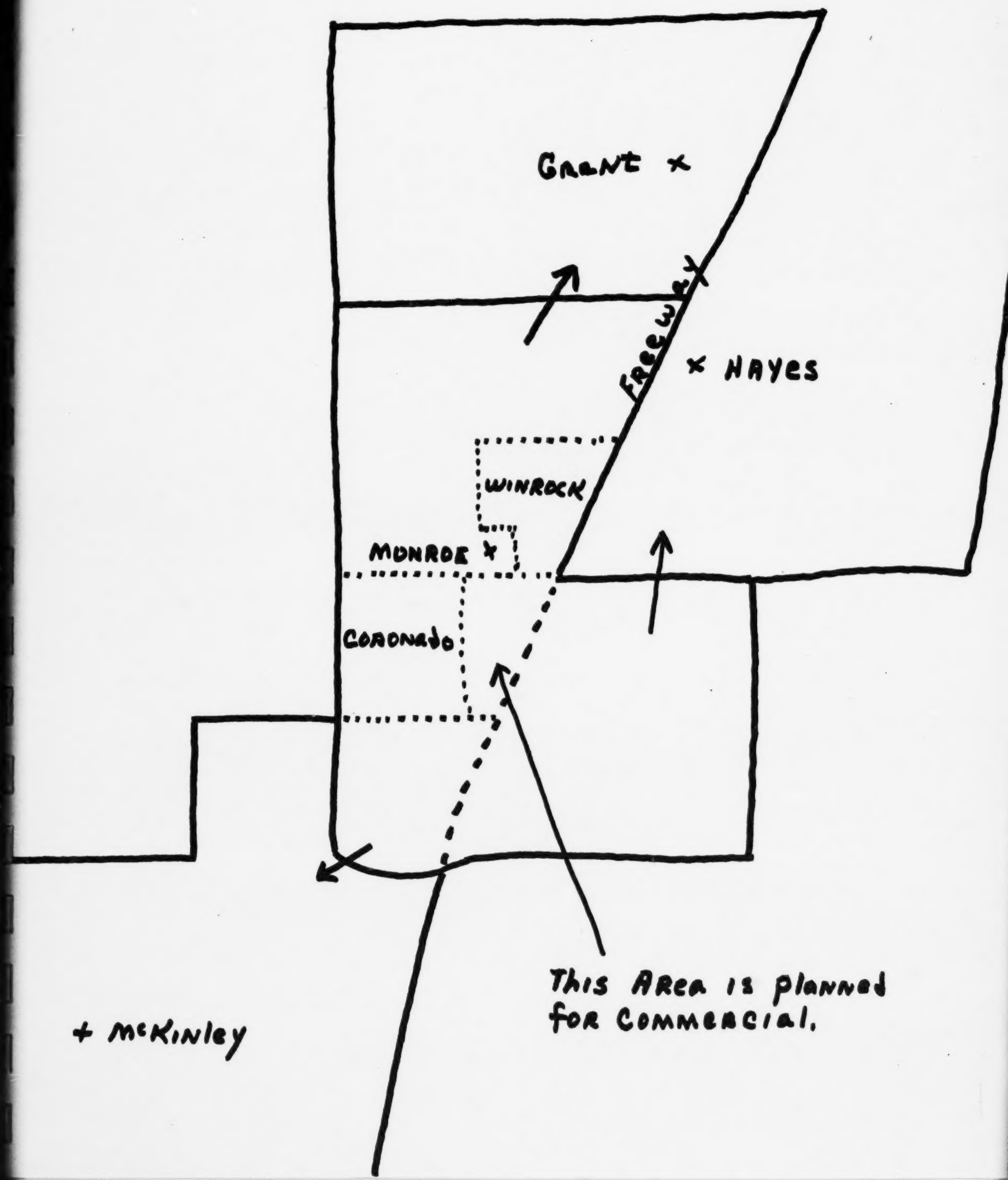
The above rationale explains why the recommendation was made to close Monroe. The primary reason certainly is the hazard to children, although the financial side cannot be completely overlooked. A map of the Monroe area is on the following page.

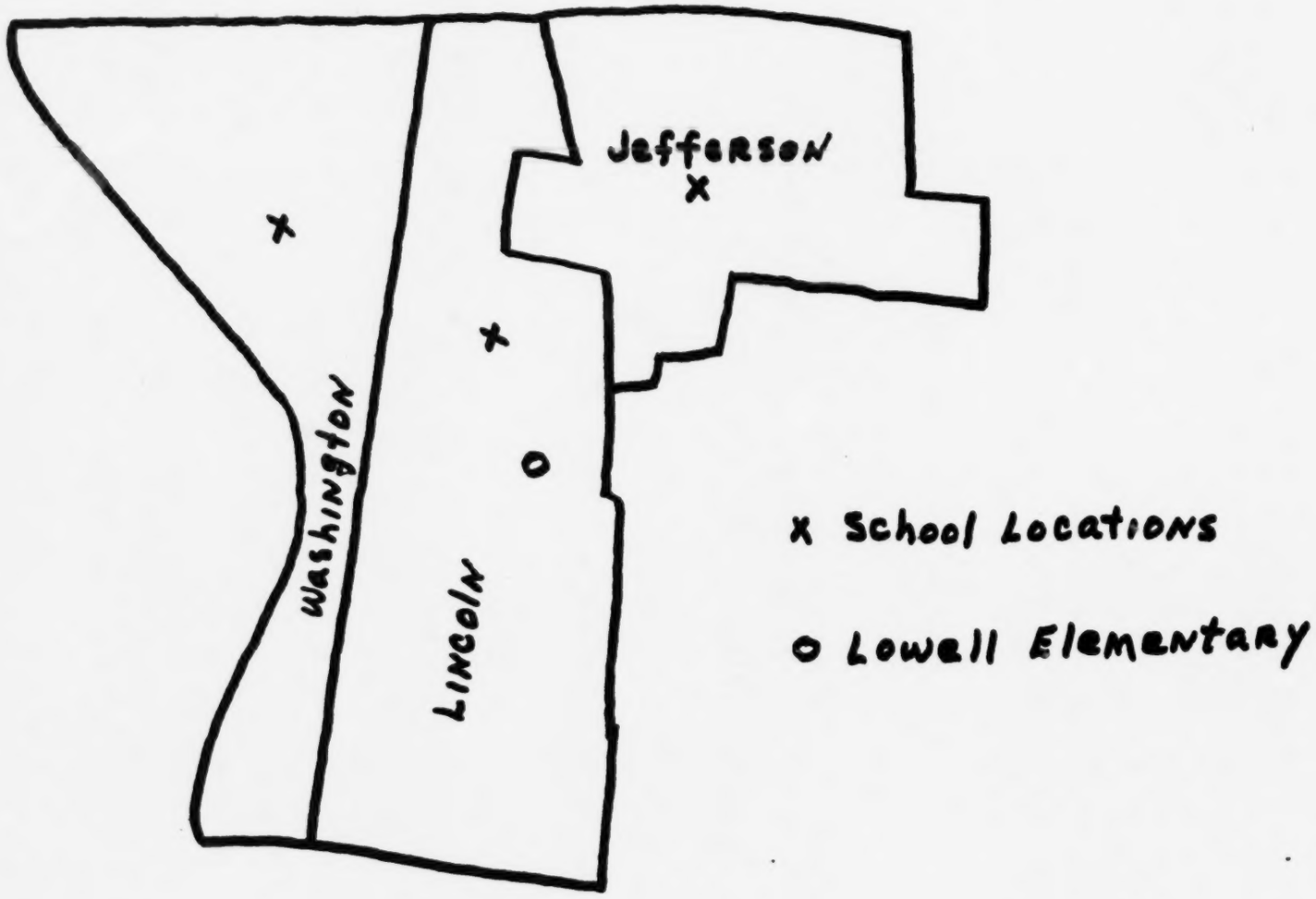
Recommendation 4. Core Area Middle Schools. The map on page 94 shows the present Lincoln, Washington, and Jefferson junior high school districts. In this area lies the so-called core area. The high concentrations of minority groups and of economically deprived groups are in this core area, as well as groups at the other end of the scale.

The Lincoln and Washington facilities are the oldest junior high facilities in the system. The Lincoln facility is badly deteriorated. The Washington facility is in better condition than Lincoln, however, compared to other junior high school facilities, it is in poor shape. It would take a considerable amount of funds to rehabilitate both facilities to the desirable standards.

There appeared to be an overall mixture of population in the total area that could be divided into two districts which would give

# THE MONROE DISTRICT






THE THREE CORE JUNIOR HIGH DISTRICTS

both new districts a mix, economically and ethnically, near the district norm. After intensive work in mapping and locating students and their characteristics, two such districts were determined.

The recommendation further stated that new facilities should eventually be built to house the youngsters of these new districts. Lincoln would be closed, and for an interim period Washington and Jefferson would house the students. Washington should house the new south district as briefly as possible. Construction on a new south district facility should start as soon as funds were available.

Jefferson, while old, is a rather good facility. With some addition of specialized facilities, it could house the new north area for some period of time. The real reason for thinking of replacing Jefferson in the future is that this facility is on a site owned by the University of New Mexico. Although Albuquerque Public Schools has the property on a long-term lease, it was felt that the University would need this site for their own uses in the future because of their growth and expansion.

While no definite recommendation was made on the location of the new south middle school, a suggestion was made. The Lowell elementary school is a small school with a high degree of segregation.

It was suggested that Lowell students could be dispersed to other nearby elementary schools and that this site could be used for the new middle school. Even part of the present Lowell facility could be used as part of the new middle school facility. This location is near the center of the recommended new district.

Recommendation 5. Albuquerque High School. Albuquerque High School is the original high school of the system, constructed in 1924. Until 1949 it was the only high school in the system.

Many residents of the city are former graduates of Albuquerque High. It has been a very prestigous school and gained national prominence with many of its programs in the past.

At the time when Albuquerque was a small community, the centralized location of Albuquerque High was an asset. Not only was it in the center of the community, but it was also near the University of New Mexico.

Over the years as the city grew, new high schools were opened. Redistricting took place as these new high schools came into being. Over the years the Albuquerque High district became smaller geographically as well as in terms of population. As the city grew, the type of population in the Albuquerque High district changed. The area received a great concentration of deprived families.

During the 50's and early 60's the population of Albuquerque expanded so rapidly that capital funding was available only for housing the new population of the system as quickly and as economically as possible. Funds for maintenance and renovation were at a minimum. The older buildings could not be maintained as they should have been, and some deterioration took place. Part of the Albuquerque High facility is in poor shape.

As the city grew, the Albuquerque High location became somewhat a detriment. Like most cities, the old part of town near the railroad became a slum. The "skid-row" section of the city was right at the entrance to Albuquerque High School. This naturally presented problems to the school.

There appeared to be several possible alternatives to the Albuquerque High School problem. The first alternative was that Albuquerque High could be closed and the students of the district could be dispersed to adjoining high school districts. Another alternative was to stay at the same location and to rebuild and renovate the present facilities. A third alternative was to build a new Albuquerque High School at a different site.

The first alternative was not popular at all. The people of the district were very much opposed to losing their school. There was considerable sentiment throughout the city for the retention of Albuquerque High as a school unit.

There certainly was a possibility of rebuilding and renovating Albuquerque High on its present location. By adding some facilities, tearing down some buildings and rebuilding, and renovating the remaining buildings, Albuquerque High could be an adequate and exciting school complex at a reasonable expenditure of funds. The factor against this alternative, however, was the present location.

Since Albuquerque High was in the area encompassed by the Albuquerque Urban Renewal Project, there was the possibility of obtaining another school site for a new Albuquerque High in the Urban Renewal Area. This site would be reasonably close to the present site but would not present problems that the present site does. In fact, the Urban Renewal people saw a new Albuquerque High on this particular site as a real benefit to their overall Urban Renewal Project plans.

The last alternative then, after much study, seemed the most feasible one if certain other conditions could be met. The Albuquerque High population needed to be enlarged for a more effective school. A better mix in that population should be derived.

The recommendation then was to rebuild Albuquerque High School on a different site with its district being that area encompassed in the two new middle school districts described in recommendation 4. This would give a larger school population to Albuquerque High as well as a population mix near that of the city as a whole.

Recommendation 6. Core Area Elementary Schools. Three of the four elementary schools in the Model Cities area are in old buildings. One other elementary school, adjacent to the Model Cities area but in the downtown area, is in an older building on a site of less than two acres. Three of these schools house small enrollments.

After considerable study the staff agreed that this area should have a different approach to elementary education. Some experimentation with different kinds of organization seemed feasible.

In December, 1968, the Board of Education had committed itself to using a tract of land in the Urban Renewal Project area for school purposes. This tract contained seventy-five acres. The northern half of this tract was to be used for the new Albuquerque High as discussed in recommendation 5. Another portion was to be used by a Child Diagnostic Center which will be discussed in recommendation 7. This Child Diagnostic Center would need an elementary

school population close by. Because of this the recommendation was to house the elementary population of the north part of the core area in a new school to be built on the Urban Renewal tract adjacent to the Child Diagnostic Center.

Because of the nature of the program envisioned at this school, it was also recommended that this school facility be built to handle an enrollment greater than that in the area. This would provide room for some open enrollment. It was felt that in an experimental school such as the one envisioned there would be parents throughout the city who would want their children to be part of such a school.

In the south part of this area, a different kind of organization was recommended. This part of the core area was more densely populated, had higher concentrations of minority groups and lower economic groups, higher number of welfare families, more families without the father figures, etc. The staff saw real value, especially for the younger students, in the schools being truly neighborhood schools.

The recommendation for this area was, for the first three grades, the mini-primary school. These mini-primary schools would have only 75 youngsters representing a quite small geographical area.

These schools were to be as community-oriented as possible. All staff members of these schools were to work with the home and parents as well as with the youngsters.

In the area of the mini-primary schools it was recommended that all the 4th and 5th graders be sent to one center that was to be referred to as an intermediate school. This intermediate school still would be a small enough district, geographically, that many of the neighborhood school concepts utilized in the mini-primary schools could be continued.

The various grade levels mentioned in these proposals are used only for identification purposes. In all of these school organizations the staff was recommending non-graded programs.

The staff was very cognizant of the controversy on student mixing. In the other proposals careful attention had been paid to the mixing of youngsters, ethnically and economically. By design the mini-primary could not mix but in some cases would offer even more concentration. The recommendation proposed that these schools should be part of a research project with other schools that were mixed to see if the value of mixing could be determined.

Recommendation 7. Child Development Center for Learning and Diagnosis. In August, 1968, several University of New Mexico faculty members began meeting, with Mrs. McRae, Project Coordinator for Pupil Services, to discuss their mutual interest in children and children's programs. From these meetings came the idea of an interdisciplinary evaluation and treatment center for children. Such centers were in operation throughout the country at the university level but such a center within a public school setting would be unique.

Involved in the study of such a concept were public school people, university people of various departments, and community people involved in programs for handicapped children. From this study it became evident that three major objectives should underlie such a center. These were (1) pupil services, (2) training possibilities, and (3) research capabilities. All participants had interest in the three objectives although their priorities of the three objectives differed.

To give some idea of what could take place in such a center the following excerpt is quoted from Mrs. McRae's paper The Child Development Center:

> One of the recommendations of our project staff will be to build, in the northern portion of the "Model Cities area," a typical elementary school to replace outmoded

facilities, and a building devoted to the special programs of a Child Development Center. We envision such a building as housing special equipment for audiology screening, pediatric examination, psychological testing, therapeutic recreation, etc. Observation units will be included in the plan to allow for the widest training capability in a number of fields. This Center would serve as a diagnostic center for those of the total school population needing special services which cannot be given in the separate schools. Coordination of referrals to appropriate individuals and agencies would be made from such a central location, central record keeping would be established and every attempt made to cut duplication of effort throughout the community. This center would not "treat" all students, but would have classes for specific purposes for those who cannot be served in regular classrooms. Teams would go out from the center to work with teachers, curriculum consultants, and guidance counselors in the whole system. It is hoped that arrangements would be worked out to allow rotation of teachers through the center in a very special kind of in-service training. Briefly, we hope to see a center devoted to development of a technology of teaching. The diagnostic effort is essential if we are to determine where a child is, and make specific educational prescriptions for the fulfillment of his potential. No one discipline can answer all the questions for any individual and we look forward to participation in an interdisciplinary center.

Recommendation 8. Magnet High School. There are many programs that are not available to all of the high school students of the city. There are several reasons why they are not offered. Many of the more sophisticated and upper level courses interest so few students at any individual school that it is economically impossible to offer such courses. Many of the programs, especially vocational ones, require such outlays of funding for equipment that

it is impossible to offer these at all high schools. Certain programs cannot be offered because of the scarcity of qualified teachers. This is especially true in certain foreign languages and in the more sophisticated creative areas of Art, Music, and Drama.

In order to meet the needs of high school youngsters and to overcome the aforementioned obstacles, the staff felt that a magnet high school should be established. Inasmuch as Albuquerque High was to be rebuilt, it was centrally located, and the desire existed to make the Albuquerque High School image different, the staff felt that Albuquerque High was the logical location for magnet programs.

Another essential area that the staff felt should be a part of the magnet offerings was the vocational rehabilitation program.

At the present time only five of the city's high schools have vocational rehabilitation programs. The enrollment in each school is small. Because of cost versus small enrollments, no school has any training stations for vocational training. The program is strictly an academic program plus on-the-job training experiences.

The Project staff thought that if the vocational rehabilitation program was centralized, the enrollment would be sufficiently

large enough to merit a staff that could provide the needed specialized competencies as well as justifying capital expenditures for in-school training stations. This could provide a full program of academic instruction, in-school training, and on-the-job training, a program quite superior to ones that now exist.

Again, the staff felt Albuquerque High with its centralized location and its adjacency to the downtown business area offered the best location of such a program. Thus, such a program was specifically recommended as part of the magnet component of the new Albuquerque High School.

Recommendation 9. Community-Junior College. Prior to the beginning of the Future Schools Project there had been some activity in the community in studying the need for a community-junior college. Even though the University of New Mexico and the University of Albuquerque are available, several community leaders felt that many educational needs were not being met.

Only about 40% of the high school graduates were going on to the University. Also, the record of the University of New Mexico's retention was less than satisfactory. More than 60% of those who entered had dropped out before completion of a four year program.

Several reasons for this were apparent. Many were not financially able to attend. The programs offered did not meet the needs of many. Also, several leaders felt that the traditional university environment was not conducive to attracting and retaining many students.

In 1966 a special junior college committee had been formed involving public school people, university people and chamber of commerce members. After some period of study by the committee, Dr. C. C. Colvert of the Associated Consultants in Education, Tallahassee, Florida was hired to make a feasibility study of a junior college for Bernalillo County. The report of the study was presented to the committee in June, 1968.

Dr. Colvert's study dealt primarily with enrollments and finances. Very little attention was given to needs or to program. A great amount of disappointment over the study was evident.

Since there was much interest in the junior college question and it seemed that this might be a real need of the future in the educational system, the staff felt that the junior college question should be studied. Mrs. Betty Read was assigned the task of looking into the need for a junior college as well as what such an institution should be.

After much investigation the staff decided that such an institution was needed. The recommendation then was made that a community-junior college should be established as soon as feasible.

Recommendation 10. Decentralization. The idea of decentralization did not originate with the Future Schools Study. As early as 1965, the administration had discussed the need of a decentralized operation. Dr. Chisholm asked the Project staff to study the question of decentralization soon after the present Director took over the Project.

The Project staff, with the help of members of the Superintendent's staff, did an intensive study on the possibilities of some kinds of decentralization. From this study came the recommendation on decentralization that was made.

On the following pages will be found some of the newspaper stories that appeared after the recommendations had been presented to the Board of Education.

# Abolition of Junior High Set-Up Pushed



108

**This is another in a series of articles on proposals made in the report of the Future Schools Study Committee, released last week. The recommendations are now being studied by the Board of Education.**

By FRANKIE McCARTY

The end of the junior high as "a little high school" will be marked if recommendations offered by the Future Schools Study Project are accepted by the Board of Education.

Included in the survey report, made last week to the board at the end of a three-year, federally funded study, is a recommendation for complete realignment of the system's grade-level structure which would abolish the junior high as we know it.

The project staff recommended that the system be uniformly aligned along a first - through - fifth - grade elementary school; sixth-through-eighth grade middle school, and ninth-through-twelfth-high school organization.

**THIS ALIGNMENT** has been used on a small-scale experimental basis for the past few years. Two high schools, West Mesa and Rio Grande, are presently set up on a nine to 12 basis, and the city's 9th high school, Eldorado, will follow this scheme.

Two reasons for the switchover from the present first-through-sixth, seventh-through-ninth, tenth-through-twelfth arrangement were offered when project director Dr. Robert Gresham submitted the plan to the board:

—Research data indicates that children mature earlier now than they did at the beginning of the 20th century, and organizational division should reflect this.

—The ninth grade should be placed within the senior high for reasons pertaining to the physical, emotional, social and intellectual development of these students; problems concerning the Carnegie unit and its relationship with the total high school record and program planning; and special course demands of these students that generally are not fulfilled in the traditional junior high.

**GRESHAM SAID** a definite trend toward establishment of middle schools has been shown in recent surveys. A report submitted in support of the recommendation showed two basic reasons for the move. One was dissatisfaction with the junior high as it exists in reality today — although not necessarily dissatisfaction with the intentions of the junior high. The second is the hope that the middle school formation will help solve some of the problems that exist with the 6-3-3 organization and, most important, provide an educational experience for the mid-period child.

The junior high just hasn't worked out as it was meant to, the report contends. Supposedly, it was to provide secondary education at an earlier age, keep students in school longer, bridge the gap between the self-contained elementary classroom and the highly specialized program of the senior high, provide an exploratory experience for students to sample various subject matters before making a commitment to a specific senior high program, and to provide guidance services as an aid in academic, vocational and personal matters.

**THE COMPLAINT** generally lodged against the junior high is that it attempts to take a program developed for adolescents (senior high students) and force it upon younger people.

"Specific parts of the senior high program not appropriate for the younger students include varsity sports teams; accoutrements such as marching bands, cheerleaders and pep rallies; certain organizations and clubs; proms and formal graduation; and a totally departmentalized curriculum."

Further, "the ninth grade does not fit in the junior high school for reasons pertaining to physical, social and mental development. Carnegie unit requirements by high schools and colleges, and special course demands."

The problem with courses and credits exists because often Carnegie unit requirements are needed for graduation and for college entrance requirements, so the ninth grade curriculum is largely determined by the high school anyway.

**"WHEN THE HIGH** school impinges upon the authority of the junior high administration for the curriculum of the ninth grade, it often determines the curriculum for the lower grades also. Having the ninth grade in high school makes the ninth grade record a part of the total high school record; unification of ninth through twelfth also permits better coordination of courses in high school."

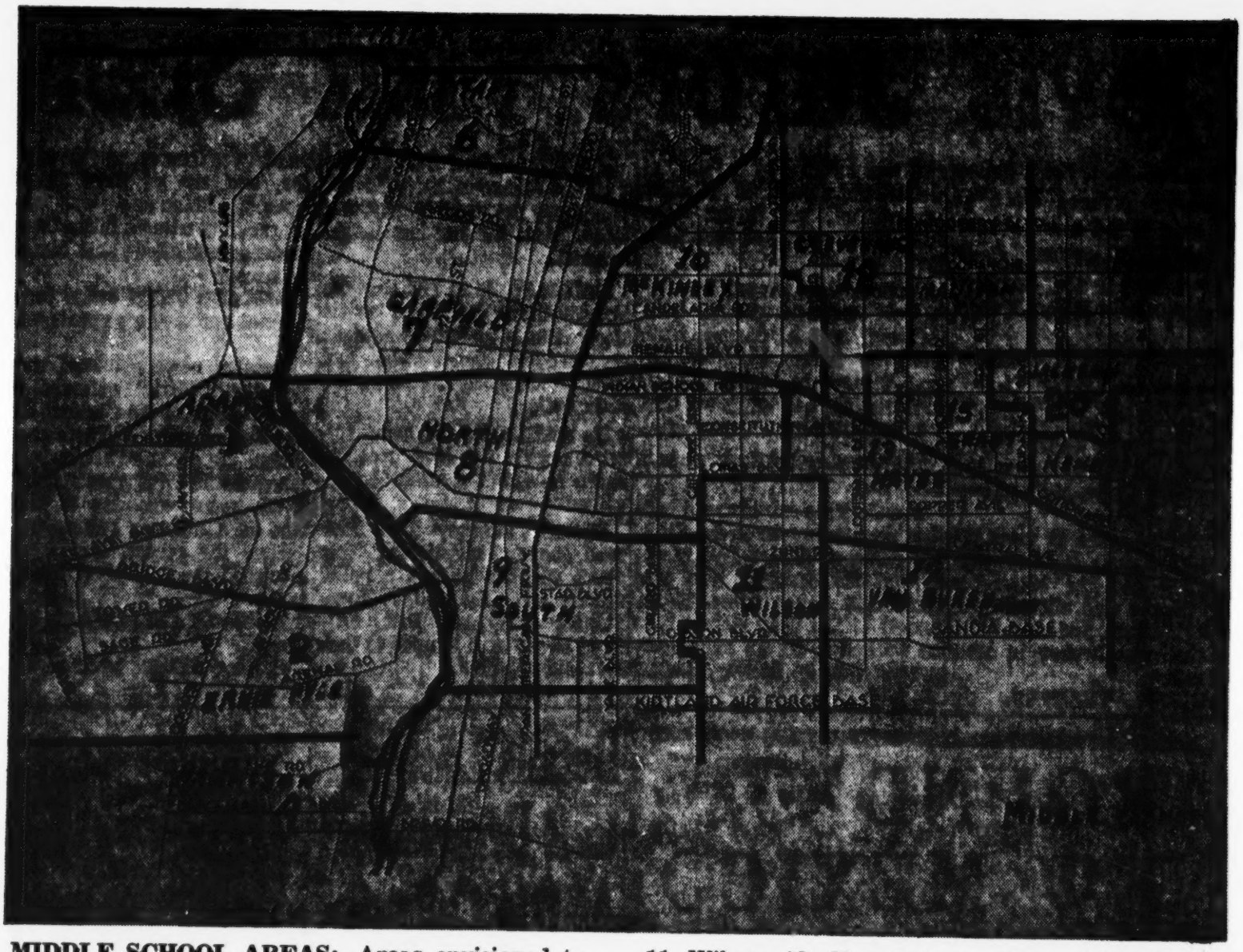
Along with reorganization of grade levels a complete realignment of the system's boundary lines is called for.

Gresham, is discussing some of the new alignments, told the board that "de facto segregation" has in fact existed.

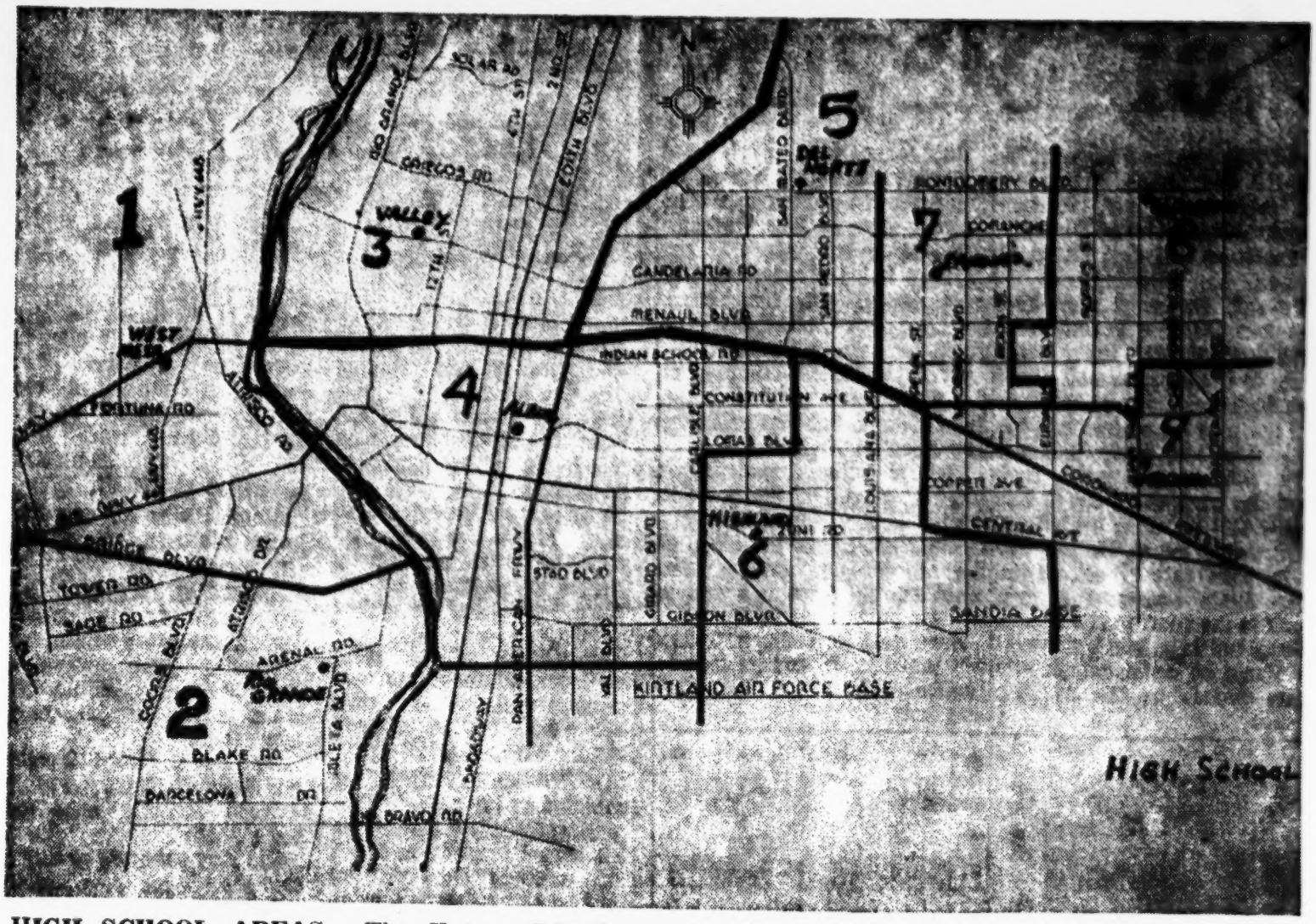
A major reorganization would be combining the Lincoln - Washington - Jefferson Junior High School districts, then dividing them into two mid-high districts, both of which would feed into the new Albuquerque High. Also included in this new area would be part of what is now the Monroe Junior High district; because of traffic hazards at Winrock Center, plans call for Monroe to be disposed of, and the students apportioned out to neighboring districts.

Some of the boundary lines — as pertains to high school districts — will be set up in the fall of 1970, and others will be phased in as soon as possible, Gresham said. Another reason for redrawing the boundary lines would be the decision — if the school board concurs with it — to vastly increase the population of existing high schools in the city, by building on their present sites — to 3000 to 2500 students.

Gresham proposed to the board that various methods could be worked out — including perhaps the "school within a school" arrangement — to keep the schools from becoming so large that the students feel lost in them.



**MIDDLE SCHOOL AREAS:** Areas envisioned to be served by the Future School Study Project are: 1 Adams; 2, Ernie Pyle; 4, Harrison; 5, Taylor; 6, Taft; 7, Garfield; 8, North; 9, South; 10, McKinley; 11, Wilson; 12, Cleveland; 13, Hayes; 14 Madison; 15, Grant; 17, Van Buren; 18, Polk; 19, Hoover; 20, Jackson, and 21, Kennedy. The districts were numbered by the Journal and not the APS.




**HIGH SCHOOL AREAS:** The Future Schools Study Project envisions these areas for the city's nine high schools, including the new Eldorado High School not yet built. Dist. 1 is West Mesa; 2, Rio Grande; 3, Valley; 4, Albuquerque; 5, Del Norte; 6, Highland; 7, Sandia; 8, Eldorado, and 9, Manzano. The districts were numbered by the Journal and not the APS.

# Core Kindergartens Sought

**This is another of four articles on proposals made to the Board of Education last week in the long-range Future Schools Study Project. The board has taken the recommendations under advisement.)**

By FRANKIE McCARTY

If all the changes proposed in the Future School Study Project (FSSP) are effected, innovations will be taking place at the pre-school and elementary level, as well as the high school level, in the core area.

The project has recommended that an experimental elementary program be undertaken there. Part of the proposal — which calls for the establishment of 14 kindergarten classes in the area — would be implemented next year.

Another recommendation is for construction of a k-5 (kindergarten to fifth grade) elementary school on the 75-acre site commited to school purposes in the Model Cities area.

ATTENDING THIS school would be about 750 students now in the Longfellow district, the southern portion of the Stronghurst district, and the eastern portion of the Lew Wallace district. Another 150 students would attend on an open enrollment basis from anywhere in the city.

Plans call for this school to be in operation by 1971.

For the southern part of the core area — south of Coal SE — the study proposes a series of small, neighborhood primary schools — kindergarten to third grade — of apprxoimately 100 students each. The fourth and fifth grade students from this area would go to East San Jose, which would become an intermediate school.

Development of the "mini-primaries" calls for no attempt to mix population from other areas. The report states: "The emphasis in this area must be on compensatory programs alone."

DR. ROBERT GRESHAM, director of the FSSP, proposed a research study to be begun when the elementary plans are implemented, to study the effects of grouping vs. non-grouping, as well as the effects of the small neighborhood concept for the primary grades. Although "grades" were used in the discussion, Gresham said the programs are being envisioned on an ungraded basis.

While the "mini-primaries" probably won't come into being for two years (two-acre sites are being looked at now) the kindergarten classes will meet in portable units at four existing school sites.

Seven kindergarten units already have been ordered under a larger bid on portable units, with the idea that the facilities can be used as if funding for the kindergartens doesn't come through.

The units will be placed at East San Jose, John Marshall, Eugene Field and Longfellow. Two half-day kindergartens would be held in each. Children from River View and parochial school areas would be able to attend, as they would qualify the schools to receive funds under Title 1 of the Federal Elementary and Secondary Education Act.

About 350 children will attend altogether, Gesham said.

Operational funds for the project would come under an agreement APS has worked out with the Model Cities Project. It calls for the Model Cities program to fund APS for setting up a student data bank, by allowing the system to purchase data processing equipment it now rents, plus additional equipment. APS would then in turn take money it is using to rent the equipment and use it instead to operate the kindergartens.

If the funding plan goes through, these 14 classes should be operative next fall.

WHEN THE MINI-primary operations are set up, the portable buildings would be moved from the four existing school sites to the mini-sites.

Also proposed for the APS site in the Model Cities area is a Child Development Center for Diagnosis and Learning, which would use special equipment for audiology screening, pediatric examination, psychological testing and therapeutic recreation. Observation units would be included in the plan.

Gresham said the center would serve as a diagnostic center for the total school population needing special services which cannot be given in separate schools.

Referrals would be made from the central location. The center would not treat all students but would have classes for specific purposes for those who cannot be served in regular classrooms.

He said plans also call for in-service training to be given there, and sees the facility as a training opportunity for the university.

During the study of feasibility of such a center, cooperative planning between the education department of the Model Cities program and the Future School project resulted in a $25,000 planning grant in the Model Cities proposal to allow for one year of planning and funding investigation for the eventual establishment of such a center.

Gresham said negotiations are now going on with a member of the University of New Mexico faculty qualified to direct the project. An appointment is expected after July 1.

-111-

# *Unanswered Questions Exist In Schools Management*

**(This is the last in a series of articles on recommendations made to the Board of Education last week by the Future Schools Study Project for implementation in the Albuquerque schools. The proposals are now being studied by the board.)**

**By FRANKIE McCARTY**

Can large city school systems be managed efficiently?

More and more administrators are shaking their heads in despair to this question — and almost all of them admit the answer is yet to be found.

PLANNERS involved in the Future Schools Study Project don't know if they've found the answer either, but they think subdividing the system's administration is at least worth a try.

The school board has approved the principal of decentralization.

There is in next year's APS budget — approved at a hearing by the Public School Finance Chief Tuesday — salaries for three district administrators, who would report directly to the superintendent of schools. Supt. Robert L. Chisholm could make some of these appointments before he leaves for his new post in Virginia.

In presenting the report to the Board of Education last week, Project Director Dr. Robert Gresham said a general conclusion seems to be that certain aspects of operation no longer can be effectively carried out through one central administrative unit: principally, communications, support services and instructional supervision.

Just how large a subdistrict should be, nobody seems to know, Gresham said. As of now, the figure of 20,000 to 30,000 students per district is being used for planning purposes.

APS is using population projections showing about 106,000 students in the system by 1985.

While exact boundary lines for the districts have not yet been drawn, the areas will roughly represent school areas within the Eldorado, Manzano and Sandia districts; the Del Norte, Valley, and West Mesa districts; and those schools encompassed by the boundaries of Albuquerque, Highland and Rio Grande High Schools. Elementary and middle schools lying in two subdistricts would need special consideration as to what district they would be parts.

IN DRAWING up of the subdistricts, planners looked both to geographical considerations and at attempts to balance each district, in terms of enrollment numbers, and makeup of the school population, in terms of ethnic and economic background.

"It's impossible to do this with those far Northeast Heights districts — because of the general makeup of the far Northeast Heights and because the areas are growing so," Gresham said. "But we think the grouping we are considering manages this pretty well for the rest of the system."

Gresham indicated that two areas which should not be removed from central office would be personnel procurement and financial management. Certain areas, of operations, such as warehousing and maintenance seem conducive to a divided status; many areas of instructional services and pupil services could be almost completely turned over to the subdistricts, with the central unit maintaining only overall coordination.

As proposed in the plan, each subdistrict superintendent would be given his own budget, and would be responsible for the schools in his district.

A report submitted to the board of education in support of the proposal said: "The qualifications for the position (of district superintendent) are nearly those of the general superintendent. The district superintendent has many of the fuctions of the general superintendent for his subdistrict. The chief difference is the direct relationship that the general superintendent has with the Board of Education.

"THE DISTRICT superintendent should be given as much leeway in operating his subdistrict as the laws and Board of Education policies will allow. He is actually operating a district larger than most of the school districts in the United States. He certainly should be accountable for the operation of his district and if he is to be accountable, he must have a large degree of freedom in the operation of the subdistrict."

It was also recommended in the report that each subdistrict, in order to maintain closer communications with its communities, form a lay advisory committee to work with the sub district superintendent in developing policies and practices. This group would be advisory only, with the total district operation remaining the responsibility of the Board of Education.

Also recommended was the establishment of subdistrict curriculum councils which would work with the district curriculum council, now in the process of being organized.

A question which has already risen concerning subdistricting plans is whether such organization is simply instituting another layer of heirarchy between the top administration and the actual school administration.

Supt. Chisholm, pondering this question at a press conference prior to the Board of Education meeting where the FSSP was unveiled, said: "One of our problems is communications. A great deal of authority, as well as responsibility, would be placed on the subdistrict superintendent, and one of the prime reasons is to knock down communications barriers.

"The subdistrict administrators will operate with their own budgets, make their own decisions . . . and they'll each have about 30 principals to work with . . . instead of 110. They will have direct access to the superintendent, but in terms of supporting staff, etc., they'll be working in a smaller area, and we hope that means the community voice could be more clearly heard."

# CHAPTER IV - EVALUATION OF THE FUTURE SCHOOLS STUDY PROJECT

Evaluation of the Future Schools Study Project, a planning Project, is a difficult task. In a planning project the ultimate evaluation, of course, can be made only in terms of the results of the implementation of recommendations.

In the continuation grant application for the third year of operation of this Project, the following statement was made on evaluation:

> Evaluation of planning is a very difficult act. The real evaluation of planning comes after the planned programs coming from the planning become operational. This may be several years after the initial planning.
>
> The evaluation of many components of this project must be quite subjective and must be based on the judgments of those who must review the programs that are suggested by the Project.
>
> A careful attempt is made to research programs which the Project advances through the literature. The program then is studied by the Project staff utilizing the staff's collective expertise. If in the collective judgment of the staff the program is deemed a good program which would contribute to the system positively, it is then presented to the Superintendent's staff for their study. If the Superintendent's staff accepts the program as being worthy of further consideration, it is presented to principals, teachers, outside professionals, community members, and others for their thinking and judgment. The program after clearing these hurdles goes to the Board of Education. The Board of Education becomes the jury.

> The real evaluation of much of the programs advanced by the Project will be done by the people of the community. Especially is this true of many of the programs which require bond money. There evaluation will be made at the polls for the bond issue.
>
> While this is basically a planning project, there is the latitude for piloting. Where a program is piloted all possible objective as well as subjective measures will be used in evaluation. What piloting is done will probably be in curriculum. This will lend itself to evaluation through control groups and pre- and post-testing.

The basic recommendations of the Future Schools Study Project have met the criteria of evaluation of the Administration. On May 26, 1969, the basic recommendations were given to the Board as the recommendations of the Administration of the school system. At that time the recommendations had gone through the various channels of the Administration and had been given approval. The recommendations to the Board of Education were no longer Future Schools Study Project recommendations but were in fact recommendations of the Administration as given by the Superintendent, Dr. Chisholm. The final evaluation of the total recommendations by the Board of Education still is not in. It will not be completed until such time as the Board of Education accepts, denies, or modifies the recommendations that are now before them. Certain of the recommendations do have Board evaluation, however, for the Board has accepted or given tentative approval to them.

A month after the recommendations were presented to the Board the recommendation on decentralization was accepted by the Board in concept. At that time the Board of Education asked the Administration to give further recommendations toward implementing the concept of decentralization.

More detailed recommendations were then given to the Board for their consideration. It was recommended that three superintendents should be appointed for the three areas; that area boundaries should remain fluid until further study of some of the goals of decentralization had been made; and that an immediate and intensive study should begin to determine the role of the area superintendents and their offices and that this study should be made by the newly appointed area superintendents.

Implementation of decentralization began July 1, 1969. Three area superintendents were appointed and immediately began to study the roles and objectives of the area offices. The Future Schools Study Project staff assisted the area superintendents in this intensive study.

Decentralization has been under implementation for almost a year. Naturally, there have been many problems in implementing such a major change in the school system. Personalities have been

involved, a factor which often lends itself to problems. It took several months to solve many of the problems of decentralization. This was a huge task, moving from a centralized organization to an area organization with people, furniture, and supplies having to go to new locations. It took time to set up the relationships within the areas that were necessary. It took time to structure the lay advisory committees, which were to be helpful to the area offices.

Although it has been a relatively short time since implementation of decentralization began, the positive comments from administrators, teachers, students and patrons of the various areas lead the staff to the conclusion that decentralization has been a good step forward and has been more successful than could be expected for moving at such a rapid rate in implementing the recommendations.

Certain other recommendations that were given in Chapter III have been given some tentative approval by the Board of Education. The recommendation regarding the new Albuquerque High School seemingly has been accepted. In September a Steering Committee was established for planning, at least initially, the kind of school that Albuquerque High might be and the kind of facilities that would be needed. At their meetings the Board of Education has given

approval and indicated that a new Albuquerque High would be built. The news media has given extensive publicity on the new Albuquerque High School.

The Board of Education has given some approval to the recommendation for establishing the mini-primary schools. At this point, their approval is on an experimental basis rather than a full-scale adoption of the recommendation. The Board has given approval for two mini-primary schools to be built and operational beginning September of 1970. To a certain extent, some experimentation has already begun, at least along the lines of instructional concepts of the mini-primary school. The Board did give approval prior to September, 1969 for the establishment of kindergarten programs in this particular area, which would be funded by the Model Cities Agency. These did begin operation in November of 1969. The programs of these kindergartens, which are felt to be the first step toward the mini-primary school concept, are being evaluated by outside evaluators. Much of this evaluation will come from objective means.

None of the other recommendations have any formal approval from the Board of Education. It is not likely that the Board will give any further direction to the recommendations until such time as the new Administration gives them direction.

Having a new Administration in terms of a new Superintendent has presented some difficulties as a re-education task was necessary in regard to the Future Schools Study Project recommendations. This takes time, for a new Superintendent must have considerable time to become acquainted with the system and to be able to formulate in his own mind what is best for that system.

It might be well at this point to talk of each recommendation in terms of evaluation. Recommendation I stated that the school system must look at larger pupil populations in individual schools, especially at the secondary level. It was stated that mid-school enrollments should be 1200-1500 students and that high school enrollments should be 3000-3600 students.

It is hard to evaluate such a recommendation. There really has been very little research on optimum sizes of schools. Most of the research available was done some time ago and many of the conclusions that were reached from such research may not be valid at the present time.

This recommendation was made after a careful study of population projections, the needs of facilities to house such projections, and the financial ability of the district as it stands under present laws and regulations of the State. It also was made after

study of comparisons of costs of facilities built for larger student populations versus cost of facilities built for smaller student populations. It appeared that facilities for housing larger populations could be furnished at a lower per student dollar cost than could those for smaller student populations.

Of course, there is always the question of student identity in schools of larger student populations. There are those who contend that the loss of student identity in these large high schools can be disastrous. This probably is a very valid point, especially with some of the problems that we are experiencing of student activism at the present time. There is a feeling, though, that the loss of student identity really begins in schools of a much smaller size than what we presently have. Feeling on the part of many people is that student identity really was lost when schools got beyond an 800-1000 student enrollment.

The thinking of the staff was that there are ways of organizing large schools so that students can regain some of the identity factors which many people think are necessary. Such organizational schemes as the "school-within-a-school" plan, which divides the student body into smaller groups and gives them their own teaching staff, counselors, and even administrative staff, may alleviate much of the problem of the loss of student identity.

Regardless of all the reasons that may be advanced against schools of larger pupil populations, the staff felt that it was necessary to recommend that this district, a growing metropolitan district, must look towards larger populated schools from a purely financial standpoint. It appeared that this would happen regardless and that it would be better to recognize that this was necessary and plan for such a thing happening. If the district would plan for schools of larger student population, many of the negative factors of large middle schools or senior high schools could be alleviated. This was why the recommendation was made.

Recommendation 2 had to do with the grade level organization of the school system. The Albuquerque Public Schools had been experimenting with the middle school concept for a period of three years. It had been studying a move toward the middle school and away from the junior high school.

The Project staff researched very carefully the grade level organization for a school system. The Project has a publication, authored by Mrs. Betty Read, on a grade level organization for a school system.

After studying much of the evidence regarding boys and girls of the middle years, it became obvious that a new kind of school for these boys and girls was necessary. After studying much of the

research of Piaget and Inhelder the staff felt that there very definitely had been a change in the physical, mental, and social growth of boys and girls in the middle years. The staff felt that the present ninth grade age group definitely was much more advanced than the ninth grade age group of the early 1900's when the junior high school came into being.

Although it was evident there had been a significant change in boys and girls of the middle years, real thinking toward a new kind of school for these boys and girls was that the instructional program had to be much different than what we presently had in our junior high schools. Even if we were to stay with the junior high school grouping as such, an entirely different program was needed. The thought was, of course, that it is much easier to change program in a new school organization than trying to change it in an old organization. The junior high school is so tied to the senior high school, in fact, becoming a little senior high school, that the staff felt it impossible to be able to do much toward changing program at these schools.

This was the real reason for advancing the idea of the middle school. Of course, it was certainly helpful that the work of Piaget, Inhelder and others were showing so conclusively that there

had been this change in boys and girls of the middle years. This, then, gave us two very good reasons for advancing the concept of the middle school, grades 6,7, and 8.

Since the staff felt that the middle school concept was necessary, this also meant that the entire grade level structure must be changed. The middle school concept took the 6th grade out of the traditional elementary school making the elementary school grades 1 through 5. Naturally, we hoped sometime in the future at least that the State would allow the District, in fact all districts of the State, to add kindergartens as a part of their legal elementary program.

This also meant that the ninth grade must be advanced to the high school. Of course, there has been some research that shows that perhaps the ninth grade age level student is much closer to the tenth grade age level student than to the eighth grade age level student. That also was helpful in recommending that the ninth grade be put into the high school and making a four-year high school as the basic organization.

The middle school concept, of course, was not new with the Project. It had been in an experimental stage in this District, as was noted earlier, for nearly three years. Many districts throughout

the country are moving in this direction. It has also been gratifying to see many districts moving in this direction from a program standpoint rather than a purely organizational standpoint. Such comparable systems to Albuquerque as Indianapolis and Fort Worth are moving completely to the middle school and four-year high school organization.

Of course, the real evaluation of this recommendation will come after implementation. If implementation is only from an organizational standpoint, it will not be a valid move. There must be a complete reorganization of the instructional program to go along with the organizational change. If this comes about and provides better education for boys and girls, then this recommendation will indeed be a valid one.

The third recommendation had to do with one of our existing junior high schools. Because of the tremendous hazard due to location of this facility, it was recommended that this school be closed and students dispersed into other adjoining schools.

The evaluation of the hazardousness of a school location is difficult. As long as no tragic accident has happened, it is very difficult for people to understand that a location is hazardous. Of course, one tragic accident could, overnight, turn this into a hazardous location in the minds of everyone. The staff feeling

was that the location of this school facility was such that we, indeed, were facing the possibility of a tragic happening. The staff felt that everything possible should be done to prevent such tragedy ever happening.

The Board of Education had asked for further evaluation of this recommendation; consequently, the Mid-Rio Grande Council of Governments staff was asked to make a further study of the traffic situation now, and in the future, around this school location. This study has been underway and, while not completed, the preliminary reports would indicate that the Project's recommendation is a valid one.

Recommendation number 4 had to do with the middle school age youngsters in the so-called Core Area, or older area of the city. This is an area where enrollment has declined over the years. This is an area with heavy concentrations of minority groups and economically deprived groups. This is an area with some of the oldest facilities of the system. Indeed, the facilities at Lincoln are at such a stage of deterioration that they should no longer be used.

Recognizing the need for better facilities, the need for mixing ethnic and economic groups, and the need for larger individual school populations, the staff had recommended that this entire area

be divided into two middle school districts rather than the present three, with each district being nearly equal in population, in minority grouping and in economic grouping. It was further recommended that Lincoln be closed and that new facilities be constructed eventually in these districts.

The staff recognized that there certainly would be problems in implementing this recommendation. The question today of mixing is a controversial issue. These districts have been intact for a long period of time and it's very difficult for people to accept new districting. It was felt, however, that the eventuality of new facilities in these areas would help placate people to accept these new districts.

Again, of course, the real evaluation of such a proposal cannot be made until implementation is suggested or takes place. It might be well to relate, however, what has happened; and perhaps this is some indication of evaluation. In place of the original Project recommendation, it was proposed by the Area Superintendent that Lincoln be closed and that those students within the Lincoln district be taken into two adjoining districts, namely, Jefferson and Wilson. This was to take place in September of 1970. The Board of Education actually adopted this new proposal.

The Board's recommendation, then, soon came under much fire. Some people reacted against the proposal because of the controversial aspect of mixing. But it would appear that the main reaction against such a proposal was the idea of this district losing its school. The people of this district certainly voiced the idea that they wanted their own school and asked that a new school be built in this area. This, of course, was part of the original Project recommendation. What the Board of Education then had to do was back away from its proposal and postpone the closing of Lincoln for at least a year.

The staff still feels that the original recommendation was valid. The provisions for mixing, districting, and new facilities would tend to gain the support of most of the people who live in these areas.

Recommendation 5 had to do with a new Albuquerque High School. It stated that the new Albuquerque High School should be a different district than presently exists. The recommendation was for the two new mid-school districts of recommendation 4 to be the feeder school districts of the new Albuquerque High. This then would give Albuquerque High a larger population and a better balanced population ethnically and economically.

The portion of the recommendation regarding building a new Albuquerque High School has been accepted by the Board of Education. At this time there has been no decision regarding the Albuquerque High School district. The staff does not feel that it would be valid to build a new Albuquerque High School without also giving attention to the district of that high school.

The present Albuquerque High district is very small in terms of high school population, making the school rather uneconomic to operate. Because of its size the instructional program cannot have the breadth of the instructional programs of other high schools in the system. The present district provides a student body that is very heavily segregated both from an ethnic standpoint and from an economic deprivation standpoint. The staff feels that this recommendation is valid only if a new district is created for Albuquerque High which would provide both a larger school population and a better balanced school population from the standpoint of ethnic groups and economic groups.

Recommendation 6 had to do with the elementary program in the Core Area. It was divided into two parts. A proposal for a traditional K-5 elementary school for the Northern Area was recommended, traditional in the sense that it would be a large school representing

a larger geographical area. For the South Area the proposal was to provide mini-primary schools for grades 1-3 and a single intermediate school for grades 4 and 5.

The proposal for the mini-primary schools has previously been discussed in this Chapter. The Board has accepted the idea of experimenting with a minimum of two of these in the Fall of 1970.

No decision has been made on the proposal for the large elementary school in the northern part of this Core Area. Something must eventually be done in this area, as some of the present facilities are old, are located on very minimal sites and must have some relief. The staff felt also, in line with the next recommendation, that this new elementary school would be a very different school. It would be an experimental school built to handle a student population large enough to allow for some open enrollment from throughout the district.

It was recognized, of course, that such a school could not be the traditional neighborhood school. However, it was also recognized that schools in a core area of a city probably cannot any longer be neighborhood schools. There really are no neighborhoods left in the downtown section of our cities. Elementary school population is sparse in these areas; much larger districts must be drawn

to give the necessary student body, and bussing becomes a necessity. To compensate for this loss of the neighborhood concept one must then look at different kinds of programming. The elementary school adjacent to the Child Diagnostic Center, discussed in the next recommendation, could be an answer to some of the problems resulting from the loss of the neighborhood school.

Recommendation 7 proposed that the district establish a Child Development Center for Diagnosis and Learning. It further proposed that this Center be built on the downtown Urban Renewal land. It would be adjacent to the new North Area elementary school as well as being relatively close to the University of New Mexico with which it would have much contact.

The idea of a Child Development Center for Diagnosis and Learning as proposed by the Project is not entirely new. There are such centers at some 24 University locations throughout the country. The portion of this proposal that is new, however, is the total involvement of a school system. This also is the part that will be difficult to evaluate.

Although such a Center provides valuable opportunities for a University in terms of training and research, the staff felt that the services that would be available to a school system were

tremendous. The value of such a Center to a school system in providing a preventive type program rather than a remedial type program were felt to be great.

The staff has been greatly gratified in recent weeks to hear Commissioner Allen of the U.S. Office of Education publicly state before a large convention gathering that the idea of the Child Development Center is one that school systems must accept in the future. As he talked of the Child Development Center, it appeared to the staff that he was talking much along the same lines as the Project's recommended Child Development Center is proposed to be.

A magnet high school is proposed in the 8th recommendation. Magnet high schools are certainly not new or innovative ideas for there have been many through the years in cities throughout the country. Many of them in the past have been failures, perhaps because they were no more than vocational high schools.

The Future Schools' recommendation was for a magnet high school which would be part of the new Albuquerque High School that would have programs of all kinds, in the sciences, the languages, fine arts as well as vocations. These would be programs the district could not provide at all of the high school centers. It was felt that the provision for these programs in a new high school quite

centrally located, operating at various hours of the day, evenings and week-ends would attract high school students from throughout the district.

One of the programs of the magnet high school offerings was the vocational-rehabilitation program. This program presently is being offered in five of the eight high schools with only small enrollments. Because of the small enrollments in these various high schools, it has been impossible to provide any real training stations to meet the needs of boys and girls.

The centralized vocational-rehabilitation program should generate an enrollment large enough to allow for the hiring of sufficient specialized staff. The centralized location with a larger student body would justify the more expensive kinds of equipment necessary for training stations, which is not true at the individual high schools with small enrollments.

There is an upsurge of magnet school proposals throughout the country at the present time. Several large school districts in the country have gone to some types of magnet programming. How successful these will turn out to be is still not known. It is apparent that they will be successful only if such schools offer programs that are of interest and meet the needs of boys and girls.

Recommendation number 9 proposed that the district should establish a community-junior college as soon as feasible. Even with the University of New Mexico and the University of Albuquerque in this community, it was felt that all the educational needs of the community were not being met.

Approximately 40% of the high school graduates in Albuquerque go on to college. Of those who do go on to college, a significant percentage do not complete a baccalaureate program. There are probably several reasons for this. Undoubtedly the financial considerations keep many young high school graduates from going to college. The significant drop-out at the college level would seem to indicate that the programs offered do not meet the interests of the students, or perhaps the teaching is not adequate to retain boys and girls.

Junior colleges are not only for the immediate high school graduates, but also provide programs that meet the needs of all people, including the working person as well as the older, retired person. New technology creates new jobs and makes old jobs obsolete. Adequate re-training for men and women is needed. It is now possible that the present high school graduate may have to re-train two or three times during his lifetime for new jobs. These are the kinds

of programs that the community-junior college must provide. This kind of community college is well documented in the book by Mrs. Betty Read, The Community-Junior College.

It seemed obvious to the Project staff that many of these needs that a community-junior college would handle cannot be handled in present institutions. The University is not always willing to offer the one- and two-year programs that are necessary to meet these various needs. Nor is the University teaching usually adaptable to the kind of teaching and the kind of counseling and guidance necessary to meet the needs of those who would be part of a community-junior college.

Outside evaluation of the need for a community-junior college is presently being made. Through a Model Cities grant the Board of Educational Finance is now making a study of the unmet educational needs of the greater Albuquerque area. Project staff members are a part of this study. This study will be completed and a report made sometime in July of 1970.

Recommendation number 10 was the recommendation regarding decentralization. It is not necessary to say anything further about this recommendation, as it has been quite adequately explained in the first portion of the Chapter. It is enough to say that this

was the one recommendation accepted by the Board of Education, and it has been under implementation for nearly a year. The staff feels that most people who have been involved, who have watched and have worked with decentralization in this district, would say that it has been more successful than expected in terms of the rapid implementation.

Certainly the recommendations of the Project are not the only accomplishments of the Project staff over the three years of the existence of the Project. Many other activities have been carried on by Project staff members. Many of these activities represent services to the Albuquerque Public Schools, which, prior to the Project, were either not available at all or not available to the extent possible during the life of the Project.

The Project staff, of course, has taken a very vital interest in both the short-term and long-term enrollment projections of the district, because such projections were essential to the planning of the Project. It is felt that enrollment projections for the district were more sophisticated than ever before. Prior to the existence of the Project, enrollment projections were made on an annual basis; since the Project's existence, they have been made over long-term periods, five, ten, and fifteen years into the future.

Because of its study of the facilities needed to house youngsters, the Project has been able to give great assistance to the Building and Planning Department of the system. The Project has helped to determine where schools should be located, what land should be available, what land presently held by the district would be usable, and what land held by the district might not be necessary any longer and could be sold.

The Project also has helped the Department determine the kinds of facilities necessary for new and better educational programming. For example, one of the Project's outstanding accomplishments has been to be very instrumental in planning the ninth high school for the system, the new Eldorado High School.

Another factor useful in evaluating the overall Project is the usefulness of its written articles. Practically all ideas researched and studied by the Project staff are contained in written reports. Several of these reports were considered very valuable and consequently were published by the Project. Those published reports have also been given to ERIC and to the Wilson Company for inclusion on its Vertical File. Because of the inclusion on the Wilson Vertical File and on ERIC, many people throughout the country were made aware of these publications and have requested

them. The requests have been so numerous that the Project's supply of such publications are in some cases exhausted and in other cases nearly exhausted.

It is also noted that people have been reading these publications. As staff members have attended meetings, conferences and made visitations throughout the country, they are constantly meeting people who talk of the Project's publications and have found them to be quite valuable.

This Chapter on evaluation has come from within. Of course, it is natural to assume that those who work within a project believe their accomplishments to be valuable. However, members of this staff are very capable and competent and have evaluated the Project as objectively as is humanly possible.

The State Department of Education requires an outside evaluation of this Project by a professor from the University of New Mexico. However, because of the necessity of completing this final report before the conclusion of the Project, it will not be possible to include the report of the outside evaluator.

# CHAPTER V - IMPLEMENTATION

In this chapter attempts are made to discuss certain proposals for implementation that have been made, certain modifications of actions on proposals that have taken place, and a little bit of the history of some of these proposals and actions.

It has already been noted in previous chapters that the last recommendation, decentralization of the Administration, was accepted, and plans were made for its implementation. The actual implementation of the decentralization recommendation took place July 1, 1969. Basically, most of the detail of the recommendation was implemented.

It was recommended that the school district be divided into three areas. Each of these areas would be composed of that geography included within the confines of the districts of three high schools. At the time of implementation there were not nine high schools, but the ninth high school was in the process of being constructed. Each of these areas, then, included three high school districts, the feeder junior highs of those high schools, and the feeder elementary schools of those particular junior highs.

There was some overlap of junior highs and elementary schools, of course, and individual decisions had to be made to place these particular schools in one area or the other.

An area superintendent and an assistant area superintendent were appointed for each of these new decentralized areas. The Instructional and Pupil Services supportive personnel, located at the Central Office, were divided among the three areas and assigned responsibilities. As recommended, some professional positions were eliminated as well as some secretarial staff no longer needed at the Central Office. This made it possible for the area offices to have some additional personnel in different kinds of staff positions.

Throughout the year there has been constant study of decentralization. There has been some change in job descriptions implemented, and there have been certain additions to area staffs. There have also been some new programs introduced at the area level, such as mail service, including audio-visual distribution. The District did not have these under the centralized administration.

In September, 1969, the Project staff presented to the administration a proposal for implementation of the original recommendations. This proposal included the overall recommendations and saw the

possibility of being able to implement the recommendations completely by September, 1970. This proposal not only explored the details of how the implementation could be accomplished, but it also analysed financial aspects and presented suggestions as to how those needs could be met.

In previous bond issues there were certain funds set aside for use in implementation of new programs, especially in the core area. There was also a certain amount of funding available through Urban Renewal for purchase of land which would be necessary in the core area for implementation of certain of the recommendations. The closing of Monroe Junior High School and the selling of that site would also produce a considerable sum of money. The Project had realistic appraisals made of this property which indicated its value in excess of two and a half million dollars. The funds from these various resources, however, would not quite complete the implementation. A certain amount would have to come from a succeeding bond issue, although the amount was comparatively small.

Since this proposal depended heavily on the closing of Monroe Junior High School and the sale of that site, no action was taken in regard to the proposal because there was reluctance on the part of the Administration and the Board to move forward with the

closing of this junior high school. It was, indeed, a recommendation which could cause much reaction from citizens of that particular area of the city.

After this proposal was presented there were many discussions between the Project staff members and the top echelon of the Administration about modifications which might be made in the implementation of the recommendations. However, since the Administration was charged with the responsibility of making final recommendations, the Project staff could only argue for the recommendations and give as much substantiating evidence for their needs as possible.

Eventually the Administration had to make a decision on what would be presented to the Board. This was finally developed as a paper entitled Implementation of Future Schools Recommendations. This was presented to the Board of Education in November, 1969.

The paper recognized that implementation of the recommendations should take two or three years. It stated the various reasons for this: 1) The Urban Renewal funds, while authorized, had not been released, 2) The Administration felt a need for further study on the questions of school size and grade level organization, 3) The Administration felt the time element between November, 1969, and

September, 1970, was too short for full implementation, 4) At that time there was some question regarding the feasibility of future bond issues, and 5) The Administration felt that further study might suggest modifications in the recommendations.

The paper stated, however, that there are certain aspects of the recommendations that could be initiated. It was recommended that the minimum implementation of these recommendations include the following:

I. New Albuquerque High Complex

Continue planning for the new Albuquerque High Complex including the Magnet and the centralized Vocational Rehabilitation Components. Completion of this project is contingent upon satisfactory arrangements with Urban Renewal and success of a future bond election. If Urban Renewal funding allows, the target date for completion will be September, 1972.

II. Four Year High Schools and Mid-Schools

The implementation of the four year high school should be only at Rio Grande, West Mesa, and Eldorado for the school year 1970-71. This will allow a period of time to study whether we should go to four year high schools in all of our high schools or should return to the three year high school. This means that experimentation must also include in-service training for the personnel involved. It is recommended that all three high schools have their total ninth grade group enrolled. West Mesa now has theirs. Rio Grande should be given its ninth grade students from Harrison and Polk. Along with this move Harrison should be given all of its sixth graders from Barcelona, Navajo, and Mountain View. This would allow both Harrison and Polk to operate as mid-schools.

To develop Eldorado as a four year high school, Hoover and Jackson would need to operate as mid-schools. Hoover now has grades 6-9. The ninth graders will move to Eldorado leaving the sixth, seventh, and eighth graders. The present feeders of Hoover are Mitchell and Aspen which currently have only grades 1-5. Jackson now has grades 7-9. The ninth graders would be sent to Eldorado. Jackson will have a small ninth grade coming from the Kennedy district.

It is also recommended that the present Matheson Park School be moved to a site south of Lexington and east of Juan Tabo and that the Aspen School be moved to a site on La Charles just south of Montgomery. Matheson Park would be a feeder of the Hoover mid-school. After the removal of Matheson Park School the site can be utilized as the site of the East Area Offices. The present Matheson Park district west of Juan Tabo would be included in the redistricting of Aztec and Collet Park.

III. Monroe Junior High

The Future Schools Project recommended that Monroe School be closed because of its hazardous location. It is now recommended that the Board authorize the employment of a traffic engineering consultant to study the seriousness of this location, from a traffic standpoint.

IV. New Core Area Intermediate Schools

The Future Schools recommendation was to take the present Lincoln, Washington, and Jefferson districts plus some contiguous area of Monroe and Wilson and form two new districts of approximately equal population and as near overall district economic and ethnic characteristics as possible. The new intermediate schools districts were worked out on a north-south division of the area with Coal Avenue being the basic dividing line. It was recommended that the North Area be housed at the present Jefferson location and the South Area be housed at a new location and facility.

However, because of limitations on capital funds, it is now recommended that Lincoln be closed and that the students in the present Lincoln district be sent to Jefferson and Wilson. This will be effective for the 1970-71 school year. To equalize enrollments some adjustment between Jefferson and Van Buren will be necessary. Because of the real barrier of the Interstate 40 Freeway, the north boundary of Jefferson will be the Freeway.

V. Mini-Primary Schools

The original recommendation was to establish mini-primary schools (K-3) in all of the Model Cities Area south of Coal Avenue (John Marshall, Eugene Field, and East San Jose) with the upper grades of this area all going to East San Jose. It is now recommended that for 1970-71 we move only in the John Marshall district on mini-primary schools. This will require two. The upper grade students should be sent to Eugene Field. The John Marshall site and facility is in the Model Cities plan for expansion of the Dennis Chavez Park and Cultural Center. The funds for purchasing this site from us by the City are in the present Neighborhood Development Program. This can be consumated as soon as funds are released by Washington.

A Steering Committee for overall planning of the new Albuquerque High School complex was established in September, 1969. Some discussion of the location of the new Albuquerque High had been held with Urban Renewal officials and there was some agreement on the general area where this complex should be located. The City Planning Department offered the services of one of their people to do preliminary site planning. This offer was accepted, and this person did begin working on some site planning.

In January the Steering Committee for the new Albuquerque High School, in cooperation with the principal of that school, appointed a building committee composed of teachers, consultants, coordinators and secretaries to study details of what the new facility should contain. This Building Committee worked for approximately six weeks and developed some overall educational specifications for the new Albuquerque High School.

Urban Renewal funding was finally approved and the Urban Renewal Commission began working on the program necessary to receive these funds. The land appraisals were authorized and work was begun on this. The advertisement required by the Urban Renewal Project was done. There is still some question as to the exact site of the new Albuquerque High School; no definite decision has been made at this time.

Concerning grade level organization, there have also been some changes since the implementation recommendations were adopted in November. Shortly after these recommendations were made and adopted by the Board, one of the high schools which was to become a four year high school had some difficulty with its students. Much of this student difficulty was blamed on the fact that the ninth grade was part of the student population. This was not the case, of course. The high school had its difficulty because it

had implemented a new modular schedule this year and had made the mistake of scheduling too large a group of students for independent study in one time period immediately after lunch. The real reason for their student difficulties was not because the ninth grade is part of the student body. Nevertheless, it does not appear at this time that Rio Grande High School will be a full four year high school in the fall of 1970.

There were also some difficulties concerned with moving the mentioned junior high schools into a middle school organization in the Fall of 1970. Hoover will become a middle school. Jackson and Harrison, however, will remain as they are presently organized.

The recommendation regarding Monroe Junior High School is being carried out. The Rio Grande Council of Governments was asked to make further study of the seriousness of the traffic problems in this particular area. This study is under way, although no final report is expected before the end of June, 1970. The preliminary reports of this study do indicate, however, that the original recommendation is the most feasible solution for that particular area.

The recommendation on the closing of Lincoln and sending those students to Wilson and Jefferson was adopted. The receiving schools

made plans for the Lincoln students who would be assigned to them. The Building and Planning Department cooperated with these two schools in planning the additional facilities which would be needed. It appeared that Lincoln would be closed in 1970.

There was some dissatisfaction in the Lincoln community with the idea that their school was to be closed and not replaced. There was organized resistance, and at various meetings people voiced their apprehensions of having their students sent to the other schools; especially Jefferson.

When the boundaries were set for the division of Lincoln, it became apparent that there was much dissension from the people who would be sending their children to Jefferson. A buffer zone was then authorized for a portion of the middle area in order to allow students from that zone to go in either direction. Parents in this zone were to be allowed to make their choice, with the stipulation that once their choice was made the students would remain in the chosen school. Naturally it was hoped that the buffer zone would produce equal division of the student group. This was not the case. Nearly 95% of the parents elected to send their children to Wilson. This reaction, however, was ignored, and plans proceeded to send the Lincoln students to both Jefferson and Wilson.

Dissension became so great that even during the last legislative session a resolution was introduced and passed in the House of Representatives asking that the Board rescind its decision to close Lincoln. In addition, some of the city officials were disturbed for fear that such dissension might cause difficulty in some of the Model Cities programs already in operation. Eventually the Chairman of the City Council wrote a letter to the Board Chairman and the Superintendent asking that this decision be restudied.

Because of the conflict over the closing of one school with no replacement in the same area, outside pressure became involved. The issue of Chicano versus Anglo entered the picture. Certain radical groups became involved. It is still the feeling of this staff, however, that the primary reason people were dissatisfied with the closing of Lincoln was that it was being eliminated and they were not having their own school rebuilt.

The dissension in the area evoked much publicity. Several mass meetings were held which Board members were requested to attend. One large mass meeting was held at which all Board members were present; there was a large crowd from the area disagreeing with the Board's decision.

In April the Board felt it necessary to rescind its original proposal and postpone the closing of Lincoln. The Project staff feels this was the wise decision and further believes that the original recommendation is feasible and is one that could be carried out with little or no disapproval from the people of the area.

The recommendation adopted by the Board of Education regarding the Mini-Primary Schools is starting to be implemented. The sites for these schools have been decided and are now being purchased. The buildings to be used are to be metal relocatable units. They have been purchased and are now under construction. A committee was appointed to study the mini-primary concept further and to determine the instructional program for these schools. It appears now that the two mini-primary schools will be in operation in September and will be able to experiment with this new concept.

What the future holds for further implementation of the basic recommendations is difficult to foresee. Technically the original recommendations are before the Board of Education as the recommendations of the Administration. They went to the Board as the recommendations of one administration, and still must be considered the recommendations of the present Administration, since they have not been disavowed.

Because of some of the difficulties the Board of Education has encountered in adopting even the modifications, it is not likely that this Board will take further action on their own toward the original recommendations. Any move for implementation of the original recommendations, then, would have to come through direction from the Administrative Staff.

The Project staff concludes this report in the only possible way. It still wholeheartedly believes that the original recommendations represent the best courses of actions that the Albuquerque Public Schools can take in looking toward providing the best education for boys and girls of this district in the next ten, fifteen, or even twenty-five years. Education must change. This district will have two choices. It can change its educational program with carefully planned strategies or it can allow change to be forced by outside pressures. The latter would produce unplanned and less logical solutions.

# REPORTS AND PUBLICATIONS

| | |
|---|---|
| The Case for Concentration of Innovation at the Elementary Level - and Below . . . . | Camille R. McRae |
| The Child Development Center . . . . . | Camille R. McRae |
| The Community-Junior College . . . . . | Betty Read |
| Comparative Costs Study of Two High Schools of Different Student Capacities . . . . . | Robert L. Gresham |
| Consequences of No 1970 Bond Issue . . . . . | Robert L. Gresham |
| Decentralization and Sub-Districting of the Albuquerque Public Schools . . . . . | Robert L. Gresham |
| Diagnostic and Learning Center . . . . . | Camille R. McRae |
| Educating the Emotionally Handicapped (A Survey of the Literature) . . . . . | Camille R. McRae |
| *The Evolving Junior High School . . . . . | Robert L. Gresham<br>Patricia Christman |
| The Extended School Year . . . . . | Betty Read |
| *A Feasibility Study of the Education Park Concept for Housing School Pupils in Albuquerque, New Mexico . . . . . | Dr. Willard S. Elsbree<br>Dr. John E. Phay |
| Financing Elementary and Secondary Education in New Mexico - A Proposal . . . | Robert L. Gresham |
| Grade Level Organization in a School System . . . . . | Betty Read |
| How Children Learn Language . . . . . | Charles E. Cairns<br>Dolores Silva |

REPORTS AND PUBLICATIONS (continued)

| | |
|---|---|
| Implementation of Future Schools Recommendations . . . . . | Noah Turpen<br>Robert Gresham<br>Tom Wiley |
| Large High School Organization Schools-Within-Schools . . . . . | Patricia Christman |
| Magnet Program for Albuquerque High School . . . . . | Patricia Christman |
| A Mediating Curriculum . . . . . | Dolores Silva |
| The Middle School Program, Grades 6-8 . . . . | Patricia Christman |
| The Nongraded Elementary School . . . . . | Patricia Christman |
| A Preliminary Report on Alternate Plans for School Location Patterns . . . . . | Future Schools Staff |
| Program for the Mini-Primary School Albuquerque, New Mexico . . . . . | Patricia Christman |
| Program Implications of the Extended School Year . . . . . | Patricia Christman |
| A Projection of Future Schools Needed in Albuquerque for This Decade Using Alternative Patterns of Organization and Sizes . . . . . | Robert L. Gresham |
| A Proposal for Implementation of the Future Schools Recommendations . . . . . | Robert L. Gresham |
| Pupil Personnel Services in the Mini-Primary Schools . . . . . | Camille R. McRae |
| *Pupil Personnel Services in the Schools of the Future . . . . . | Camille R. McRae |

REPORTS AND PUBLICATIONS (continued)

| | |
|---|---|
| Recommendations of the Future Schools Study Project to the Board of Education May 26, 1969 . . . . . | Future Schools Staff |
| *Samplings, Volume I, #1, August, 1967<br>*Samplings, Volume I, #2, October, 1967<br>*Samplings, Volume I, #3, April, 1968<br>*Samplings, Volume I, #4, July, 1968 . . . . | Dolores Silva<br>Editor |
| Schema for Evaluating the Effectiveness of the Educational Park Concept . . . . . | Dr. Orlando F. Furno<br>Dr. J. S. Kidd |
| *School Enrollment Distribution . . . . . | Albert I. Pierce<br>Robert L. Gresham |
| Special Education . . . . . | Camille R. McRae |
| Student Data Bank/Model Cities Kindergarten . . . . . | Camille R. McRae |
| Suggested Frame of Reference for Planning Instructional Organizations . . . . . | William Cunningham |
| Vocational Rehabilitation Albuquerque Public Schools . . . . . | Camille R. McRae |

*A limited number of copies of these publications are still available.

A copy of this report and a single copy of each of the publications are on file in the Title III Office, State Department of Education, Santa Fe, and the Professional Library, Albuquerque Public Schools, Albuquerque.

The Community-Junior College is available in hard copy and microfiche through ERIC.

The Community-Junior College, Grade Level Organization in A School System and How Children Learn Language are part of the Library of Congress collection.